

UNIVERSITY OF LOUISVILLE
DEPARTMENT OF TEACHING AND LEARNING

HANDBOOK

FOR
PART-TIME INSTRUCTORS
AND
GRADUATE TEACHING ASSISTANTS

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A. INSTRUCTOR RESPONSIBILITIES

PRINTING AND CHECKING CLASS ROSTERS

You can access and print your class rosters online from www.Ulink.louisville.edu. You will need to know your UofL userid and password to access this site. Once you are in Ulink, click on the **Faculty/Staff** tab and click on **Class Rosters** under the **Academics** section. Only students whose names appear on your class list or who have verification of enrollment should be permitted to attend class. Students who are coming to class and whose names do not appear on the roster should be told that they will need to present documentation of enrollment by the next class. They can stay for the first class, but need to understand that they will not be allowed to attend further classes without documentation. Names are automatically added to class rosters as students register, so you may need to check online periodically to see if student names have been added or removed.

NOTE: Many sections are closed, with students on the wait list or wanting to change sections to a more convenient time. Students may tell you that they have to get into the class or your section. We have procedures for addressing these issues. See the next section.

OVER-ENROLLMENT

Students may contact you directly asking that you let them register, even though the class is closed. Please refer them to your respective department chair. Some courses cannot be overenrolled due to the nature of the course content, but some general courses may be okay for over-enrollment. If you inform your department chair that you are okay with adding that student to your course, he/she will notify either Paula Gordon (pghord01@louisville.edu) or Desrie Nisbett (dmnib01@louisville.edu) to give permissions to the student for your class. Once the student has been given permissions to register for the course, he or she will be notified.

If students come to class without being on the roster and ask that you sign an "Add" form, you have two options. 1) If you are willing to have an additional student, let them stay for the first class, but don't sign the "Add" form. Refer them to room 255 so that Paula or Desrie can check to see if they are eligible to take the class. If they are eligible, you can sign the add form at the next class. (If the deadline for adding comes before the next class, Paula or Desrie will check with you first, then sign the form for the student.) Do not allow him/her to attend a second class without being officially registered. 2) If you do not want to over-enroll students in your class, please tell them so when they ask and do not allow them to stay for the first class.

QUALIFIED ENROLLMENT

Certain classes require that the student be admitted to a particular program, have certain pre-requisite courses, or be concurrently enrolled in certain classes. Please check with your faculty mentor/contact to see if this is true for your course. If so, determine at the first class meeting that all students present are registered and that all meet the requirements for being in the course. The university is in the process of implementing changes in the registration system to check pre-requisites, co-requisites, or admission to particular programs, so students may be registered who do not belong in that class. This is particularly important if the class is closed, as there may be students unable to register who really do need the course.

If you have students who don't seem to belong, explain why and ask them to drop the course. If they feel they do belong, have them check with Jennifer Bay-Williams before the next class meeting. You will be notified if they can stay; otherwise please do not allow them to stay for class the second time.

AUDITS

Students auditing a class attend and pay the required fees without earning credit. They may or may not complete course assignments. Students may audit courses only with the permission of the instructor. Please do not allow students to audit if the class is full. Others who need the course for their program may be waiting to register. Feel free to consult with your faculty mentor/contact person or Jennifer Bay-Williams if you want to discuss the appropriateness of a student auditing your class.

REGISTRATION/DROP/ADD

Before the first day of class, students should register for open classes on the web or by telephone. Once classes start, students will need a paper drop/add form to do either of those things, unless open registration is extended for the first week (which it often is). If students present an "add" form to you for signature and if there is still room in the class (i.e., it is not at or over the maximum number listed in the schedule for that class) and they qualify for the class, you may sign the form. The student's name should show up on your class roster within a few days of him/her turning in the form. Similarly, you can sign a drop form during the first week. Late (after the first week of classes) drop/withdraw requests need to be decided on a case-by-case basis. Students should have good reasons for dropping a course after the first week of classes. Feel free to talk with Jennifer Bay-Williams if you are unsure about whether to agree to a student's request to withdraw from your class later in the semester. Students themselves must process drop/add forms at the Registrar's Office. Instructors cannot process this form for the student.

OFFICE HOURS

Instructors with offices on campus should post office hours and include this information on course syllabi. Instructors without offices on campus should be available at least 10 minutes before and 10 minutes after class to address student concerns. They also need to let students know how to contact them between classes (email &/or phone). Please know that the Teaching and Learning staff are not allowed to give students personal phone numbers for faculty. So if you are comfortable with students emailing you any questions or concerns they have, please provide an email that you check on a regular basis. Instructors should be especially accessible to students during the first and last week of classes and at the midterm. Many students have questions about registration, drop/add, grades, and course content during these time periods.

FIRST DAY PROCEDURES

1. Before the first day, be sure to check the on-line schedule for the location of your class, since many are not in the College of Education building. Also, room locations sometimes change since you last looked. You'll need to figure out where it is, where to park, plan extra time to get there, rearrange chairs if needed, and set up.
2. Please arrive at least fifteen minutes before the scheduled start of class and remain in the area for the entire scheduled time. It takes some students time to park and/or find the buildings/classrooms at the beginning of the new semester.
3. Introduce yourself. Be confident and enthusiastic. Tell students how you can be contacted, by email &/or phone. Students also can leave notes in your mailbox in room 268 or 158 (EDSP courses) when the office is open (8:00 a.m. - 5:30 p.m.), but should be aware that you may not check it until the next class meeting day.
4. Take roll. Tell students who are not on the class roster to check their registration status before the next class meeting. It is the responsibility of all instructors to make sure students who are in the class are on the roster. (Sometimes students are not on rosters due to Financial Aid delays and other extenuating circumstances. Those students need to provide some form of documentation stating where they are in the process of enrolling in order for you to allow them to continue to come to class. There should not be cases where you go to enter grades at the end of the semester and find that students are not on the final roster, yet they came to class all semester.)
5. Make sure that all students are qualified to be in that course. (see above) Tell your students the course title, number, and section number.
6. Distribute course syllabi. Instructors should spend time explaining all information, or explain assignments and due dates and ask students to read the remainder of the syllabus carefully and note questions before the next class meeting, where you will address questions. The syllabus is a contract to which we can be held, indicating what is required, how students will be graded, etc. We will make copies of your syllabus, but require 48 hours lead time. When you send your syllabus as an email attachment, which all instructors must do, let Paula Gordon (852-6431, phgord01@louisville.edu) know how many students are enrolled and when you would like to pick up your copies. Syllabi and other mail for those teaching EDSP courses will be kept in Room 158; for EDTP and EDAP courses, check in 268. Please remember the 48 hour lead time, especially at the beginning of the semester when all faculty are turning in syllabi to be copied.

STUDENT ABSENCES

Education courses are the beginning or continuation of a career in the profession. As such, we expect our students to act professionally, and that starts with active participation in their coursework. Let students know (in the syllabus and during the first class) that professional behavior requires that they contact you if they have an unavoidable conflict, illness, or emergency. This should be done before class if at all possible, or as soon thereafter as they can. Any time a student is absent, we encourage you to send him/her an

email within 24 hours saying that you missed them in class that day/evening and expect to see them at the next class. If you feel absences are becoming excessive, please have a private talk with the student about his/her professional responsibility. [This is particularly important to do with undergraduates, who may not yet have learned or internalized what it means to be a professional. While we all know the challenges of balancing work, school, family, and personal time, they may still be in the process of working this out. Please help them become the colleagues you'd like to have now or in the future –that is who they are.] UofL doesn't allow us to grade students on attendance, but we can grade on participation. As it has been said, "it is possible to attend and not participate, but it's not possible to participate without attending."

You can check your class roster through ULink to see if the student has dropped the class (though the professional thing would have been to notify you first). Students who stop attending class without processing a Drop/Add Form before the published drop date will remain on the class roster and should be given the grade they have earned in the course (usually an F).

INSTRUCTOR ABSENCE

If you are not able to meet the class yourself, the best option is to arrange for someone else who can competently address the course objectives to meet the class. If that is not possible and you have no option other than canceling the class, you need to:

1. Notify one of the staff in room 255 that you are canceling the class;
2. Have a note posted on the door of the classroom (any of the T&L staff can do that if the room is in the CEHD building);
3. If at all possible, email or call all students to let them know of the cancellation. Some of our students drive several hours to attend class, make child-care arrangements, etc., and we want to minimize inconvenience to them as much as possible.

UNIVERSITY CLASS CANCELLATION

On the rare occasions when the University cancels classes due to inclement weather or other safety issues, official announcements will be released on the web site, on WUOL-FM 90.5 FM and through the UofL telephone operators, 852-5555. When this happens, you do not need to notify students. You can arrange a make-up meeting, if needed, at the next class session. Unless stated otherwise in the official announcement, all UofL offices will open at their normal time.

CHANGING THE LOCATION OF YOUR CLASS MEETING

Because of university Classroom Utilization policies, all classes must meet in the assigned classroom listed in the on-line schedule of courses for the entire first two weeks of class. After that, if you want to meet at a location other than your assigned one, whether permanently or just for one session:

1. You must first talk with Paula Gordon or Desrie Nisbett to see if the room you want (anywhere on Belknap) is available. For room availability on Shelby Campus, contact Dr. Margaret Pentecost at 852-2628. Just because it appears to be empty does not mean it is available. Also, a permanent move must be noted in the University room assignment schedule. If moving to an off-campus location, be sure all students can get there (not all students have cars; some get out of school/work later than others), that there is adequate safe parking available, and that students can get into the building when they arrive. (Many schools lock their outside doors and may not have personnel available after 4:00 p.m. to let students in.)
2. Post a sign on the door of your original meeting room for students noting the class title, course number, date, and alternative location. Please also try to notify your students through Blackboard.
3. Notify the department staff of the alternate location in the event student(s) call asking where instructors are when they go the specified location and they cannot find the instructor or the class.

Prior planning is essential! If the instructor knows ahead of time that an alternate place is needed to conduct class, this should be reflected in the syllabus. Particularly for one-time-only location changes, please send a group e-mail (can be done easily through BlackBoard) a day or two before class reminding students of the alternate meeting place.

AUDIO-VISUAL EQUIPMENT AND USE OF COMPUTER LABS

In the College of Education and Human Development (CEHD)

The Education Resource Technology Center (ERTC, Rm. 201) has technology and audio-visual equipment available for use by course instructors. You may request the use of: overhead projectors, VCR monitors and players, laptop projection carts (laptop and projection unit on a cart), camcorders, digital cameras and maybe other things as well. (Please check your assigned classroom before requesting A-V equipment, as many rooms have overhead projectors, screens, and VCR monitors already in place.) You may also request the use of a computer lab, but need to do this in advance. Note that many labs have already been scheduled by on-going classes. Room 201C has 20 computers, 201 D has 21, 201E has 18, and 201G has 40. All are PCs (no Macs); all have many programs installed, internet connections, and a projection device for the instructor's computer.

The ERTC is using on-line request forms to reserve equipment and/or a computer lab in advance. These forms have the appropriate information needed to complete your reservation. This process does not guarantee availability. Your request will be reviewed and an email will be sent as confirmation, or you will be notified that the equipment and/or computer lab is unavailable. You may want to add this link to your "Favorites." If you have questions, please contact Linda Mulligan at 852-6438.

This is the site for reserving equipment: <http://www.louisville.edu/edu/ertc/equipresform.html>

A-V Equipment Outside of the CEHD

To reserve audio-visual equipment for classrooms on campus but outside of the College of Education building, call Audiovisual Equipment/Services (Belknap Campus: 852-7476; Shelby Campus: 852-7916).

EMERGENCY PROCEDURES

The following procedures should be followed in the event of an accident.

1. Ask a responsible individual to notify the **Department of Public Safety and Campus Security (852-6111)** of the accident. Campus security will then call EMS, if necessary.
2. Instructors should administer first-aid and CPR only to the limits of their training.
3. In cases that do not require emergency services, the instructor should see that the Department of Public Safety escorts the injured person to the Student Health Center or the doctor/hospital of his/her choice. Continued monitoring (e.g., a phone call that evening) and concern for the student is desirable.

OVERARCHING EXPECTATIONS OF FACULTY

(from C. Ziegler, 2004)

1. Fulfill 45 contact hours required by the University.
2. Respond to individual emails, phone calls, and help needed from students within 2 days.
3. Provide individual feedback on assignments and participation throughout class.
4. Post or distribute the schedule for the course.
5. Conduct mid-course evaluations and review to make adjustments.
6. Model APA quality writing and professional conversation in all class work in person or online.
7. Monitor a “safe and positive space” in your classroom.
8. Carefully listen to students to make sure they succeed in the program when difficult problems arise (illness, family crisis).
9. Stay true to the goal of furthering academic rigor, and a focus on inquiry in each course.
10. Model academic integrity – comply with copyright policies.

B. COURSE-RELATED INFORMATION

SYLLABUS CONTENT AND FORMAT

You should have been given a copy of the syllabus for the course you are teaching. Most parts of it cannot be changed because of university requirements, other courses in the degree program depend on your course to address particular content, or because textbooks have already been ordered. Areas where you may propose changes are indicated in italics below, but we encourage you to discuss these changes with the full-time faculty member indicated as your mentor/contact. S/he will be better able to assess the potential consequences of your proposed changes for other courses or program requirements, congruence with general expectations of T&L courses, and circumstances of students taking the course.

Syllabi must contain the following, in this order, with these headings:

1. Course prefix/number, course title, credit hours, semester, and year
2. Instructor's name, phone number, email address, and office hours (how students can contact you)
3. Catalog Description and prerequisites
4. Course Purpose
5. Required Readings, Texts
6. Relevant Professional Standards Met by Course (and how each is met)
7. Course objectives (What the student will know &/or be able to do, in observable terms)
8. Content
9. Course Requirements: Description of each assignment; which standard and indicator(s) each assesses; points or percentage each assignment is worth; Attendance Policy (see T & L policy); label which is the Hallmark Assessment Task (HAT); Please write "Field Work" after any assignment that involves work in a field placement (initial certification) or in one's classroom (advanced programs).
10. Graduate Student Requirement – If you are teaching a 500 level course, you need an additional assignment for those taking it for graduate credit.
11. Criteria for Determination of Grade – correspondence of number of points or percentage to a grade, i.e., 180-200 points=A or 80-82% = B-; Hallmark Assessment Task (HAT) rubric; rubric/scoring guides for other major assignments (last one is optional) Including the department's general description of A, B, etc. grades is not sufficient.
12. Related expectations (e.g., policies regarding late papers, make-up classes, cell phones, etc.)
13. Bibliography – brief, meant to point students toward additional resources (you may add relevant books, articles, journals, web sites, etc.)
14. Policies: Policy on Instructional Modifications; CEHD Diversity Statement; Technology Expectations; Plagiarism Statement

When you have finalized your syllabus, save it in Microsoft Word (or as a rich text file .rtf) and send it from your UofL email account as an email attachment to one of your department staff personnel. We need to have copies of all syllabi each semester for our records. There is an annotated explanation of the syllabus guidelines in Appendix G.

DEPARTMENT OF TEACHING AND LEARNING ATTENDANCE POLICY

COURSES

- Attendance is **REQUIRED**.
- If you are absent, you may not receive full participation points for the course. The course syllabus will document the participation guidelines for each course.
- If you are absent, you must contact the instructor of the course, preferably prior to the time you will miss. It is your responsibility to find out what you missed and what make up work is required.
- You may be required to complete additional assignments to compensate for the class sessions for which you were absent. Even with these assignments, your participation may still be deducted as described above.
- You must be on time to class. Repeated tardies may impact your participation points.
- Absences and tardies will be considered in assessing your dispositions and professionalism.
- If you are absent **TWICE** from a course that meets once weekly or **FOUR** times in a course that meets twice weekly you must initiate a meeting with the course instructor to determine whether you will still be able to pass the course at a C or better and if you can devote the necessary time to completing the course successfully.
- If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a *Communication of Concerns*.
- Extenuating situations will be considered on an individual basis.
- If you expect a prolonged absence, you may wish to contact one of the following, who can email your instructor(s) of record:

CEHD Education Advising Center, 852-5597.

U of L Dean of Students *Cardinal Angel Program*, 852-5787 or DOS.louisville.edu.

You will need to provide your name, student ID number, and circumstances.

CLINICAL PLACEMENTS

- Attendance is **REQUIRED**. You must complete a Log Sheet for each experience. If you are unable to attend a field experience, you must contact:
 - +Your Classroom Teacher
 - +Your Supervising Teacher
 - +Your Instructor (if different than your supervisor)
- Plan to arrive at your placement early, taking into consideration possible delays, such as traffic.
- Any hours missed, must be made up to meet the required hours for that field experience. Rescheduling should be done in consultation with your supervisor in a way that is respectful to the classroom teacher.
- Absences and tardies are considered in your dispositions assessment.

TEXTBOOKS

UNLESS THERE ARE EXTENUATING CIRCUMSTANCES THAT YOU HAVE DISCUSSED WITH YOUR FACULTY MENTOR/CONTACT, YOU SHOULD REQUIRE ONE OR MORE TEXTBOOKS FOR YOUR COURSE. IF YOU HAVE BEEN HIRED IN TIME TO ORDER THE TEXT (MARCH FOR FALL; OCTOBER FOR SPRING) YOU MAY DISCUSS USING A DIFFERENT TEXT THAN WHAT IS IN THE SYLLABUS WITH YOUR MENTOR/CONTACT. IF TEXTBOOKS HAVE BEEN ORDERED BY THE TIME YOU ARE HIRED, YOU WILL NEED TO USE THE ORDERED TEXT(S), THOUGH YOU CAN DISCUSS ADDING TEXTS OR OTHER READING REQUIREMENTS. IN CASES WHERE THERE ARE MULTIPLE SECTIONS OF THE SAME COURSE, WE STRONGLY RECOMMEND THAT ALL SECTIONS USE THE SAME TEXT(S). CHECK WITH THE ON-CAMPUS BOOKSTORE TO SEE IF A TEXT HAS BEEN ORDERED FOR A PARTICULAR COURSE. IF NONE HAS BEEN ORDERED, PLEASE ORDER THESE AS SOON AS POSSIBLE. THIS IS DONE ELECTRONICALLY AT

<http://louisville.edu/contractadmin/bookstore/ploneformmailer.2006-04-06.1032878377>. Please ask students to purchase books at the beginning of the semester. The book stores will return unsold books to the publisher for a refund later in the semester and they may not be available for late purchase. Instructors can receive a complementary desk copy of the adopted text. Quentin Hunter (for EDSP courses) or Paula Gordon (EDTP, EDAP) can do this for you.

REQUIRED READINGS

Information not in the textbook that you wish to assign can be accessed by students in several ways.

1. In the syllabus, instructors can list items on websites they want students to visit, read, and/or download (please be sure these do not require membership or additional cost to access);
2. Instructors can post non-copyrighted materials and/or links as Course Documents on their Black Board class site and have students read and/or print those;
3. Use the Ekstrom Library's E-Reserves system. Ekstrom Library (on the main UofL campus) will scan your materials and place them on reserve electronically so that students can view the materials and print them out from any on-line computer, including a computer in their own home or dorm room. Fill out Ekstrom's E-Reserves form (there are copies in the ERTC, room 201), and they will take your materials over to the library to be scanned.

4. You can put your materials on reserve in the ERTC but that requires students to read them there or spend ten cents per page to copy them on a copy machine that is not always available. If you want to do that, you'll need to fill out their reserve form. A short version of the ERTC and Ekstrom copyright/course reserves policy is at: <http://www.louisville.edu/edu/copyright/short.html>. The full course reserves guidelines, an on-line course reserves form and an explanation of the Fair Use doctrine can be found at: <http://www.louisville.edu/edu/copyright/>.
5. Instructors may also choose to compile a "course pack" made up of articles, book chapters, and other materials chosen by the instructor. This requires prior preparation and a certain amount of lead time. Course packets may not be duplicated on the department copy machines. The University Copy It centers (as well as several commercial companies) print and bind course packets. Students acquire these packets for a fee based on size, number of copies, and royalty fees, if any. This can be done more quickly if none of the information is copyrighted. If any of the materials are copyrighted, all permissions from copyright owners must be received before materials are copied. That can take several weeks and will result in additional costs for royalties.
6. Instructors may, **at their own expense**, run off copies to hand out in class. Under no circumstances can the department copy these, nor can you charge students for them in class.

HALLMARK ASSESSMENT TASKS (HATS)

Recently the College of Education and Human Development instituted Hallmark Assessment Tasks (HATs) in all courses in all departments. A Hallmark Assessment Task is a performance assessment that addresses key knowledge, skills, &/or dispositions in a given course, and includes an assessment rubric. There can be additional assignments, assessments, and rubrics within each course, but all sections of a given course will, at minimum, use the same Hallmark Assessment Task and rubric. Full-time faculty will be aligning the HATs with the professional standards of the program and looking at HATs in all courses to make sure we are teaching and assessing needed knowledge, skills, and dispositions across the program. You will need to include that as (one of) your assignments and use the designated rubric to assess it. If you can't find the HAT for your course, please immediately contact Jennifer Bay-Williams (j.baywilliams@louisville.edu).

USE OF LIVE TEXT

LiveText (LT) is a web-based system that supports student creation, assessment, and storage of electronic portfolios and coursework (through templates, rubrics, access to standards and resources, etc.) as well as university documentation of student work for self-study and accreditation purposes. It also allows students to work collaboratively on classroom assignments and to share drafts of their work with peers and instructors for feedback before assessment. All students in the Department of Teaching and Learning are required, at minimum, to complete their course Hallmark Assessment Tasks and portfolios in LiveText. You need to have students submit their Hallmark Assessment Task to LiveText and you need to assess with the assigned rubric in LiveText. This is necessary so data can be aggregated across sections, courses, and programs for self-study and accreditation purposes. Directions for using LiveText are in the Computer-related Information section of this Handbook. Instructors also have the option to designate additional assignments they want posted on LiveText.

LiveText membership costs \$89 for students and lasts five years. After five years students can renew for one, two, or five years. It can be purchased in local bookstores or on the LiveText site (www.livetext.com). It must be listed as a required text in the Required Readings section of all syllabi. (This should make it eligible for scholarships that cover book costs.) This policy has been in effect for initial certification programs for several semesters. Starting with the summer, 2006 term, it also applies to students in advanced programs (M.Ed. and Rank I). All of them should know this, but you may run into a few who say they have not. If any students wish to discuss this policy further, please refer them to Dr. Ann Larson, Assistant Dean for Accreditation.

DISTRIBUTION OF SYLLABUS

Syllabi must be distributed and explained to students during the first week of class. The department will make copies of your course syllabus. Email your syllabus to Jennifer Bay-Williams and Paula Gordon, and indicate the course name and number, your name, number of copies needed, and date/time you need them. Be sure to give at least 48 hours notice, more if possible, as the start of the semester is a very busy time for all.

FILE COPY OF SYLLABUS

Each semester, you need to email from your Groupwise (Louisville email) account, as an attachment, a copy of your syllabus to Paula Gordon at phgord01@gwise.louisville.edu and Jennifer Bay-Williams (j.baywilliams@louisville.edu). We are required to keep copies of all syllabi for our accreditation process, as well as having access to them if students have questions. We also need these so we can make them available to future part-time or new faculty.

COMMUNICATION WITH STUDENTS

Last year we started communicating official information, which includes all course-related communications, only to students' **official UofL** email addresses. All students are given a free UofL email account, which they can access for the first time via ULink. [The Student Technology Guide explains how students can have their email forwarded to a different account, but they need to clearly understand that they are responsible for everything sent to their official UofL email address, whether it forwards or not.]

We do this for several reasons:

- a) it is UofL policy;
- b) in the past, students have changed email providers and not let us know;
- c) faculty and staff (including you!) can easily access a student's UofL email address;
- d) the university periodically sends important announcements to students at that address so they need to be checking it;
- e) students must use the UserID of their UofL email address to access LiveText and BlackBoard;
- f) BlackBoard has a very simple process for sending email to a whole class but it uses the UofL email address.

We expect your support of this policy. Let students know that you will be sending things only to their UofL email address. (It's okay to "reply" if students send email from other accounts.) It is also NOT a

good option for them to set up mail forwarding, as many emails from edu accounts are blocked by other accounts (e.g., aol or yahoo).

The format of the UofL email address is first initial, middle initial, first four letters of their last name, a two digit number, followed by “@louisville.edu”. Example for Mary Jane Smith: mjsmit04@louisville.edu. (The number is determined by how many people have the same six letter combination; our example is the fourth person with first initial M, middle initial J, and first four letters of her last name SMIT.)

C. GRADING POLICIES

GRADING BASED ON COURSE OBJECTIVES

Grades must reflect the stated class objectives and grading procedures as identified on the class syllabus. Grading procedures must reflect the degree of acquired skill and/or knowledge. We are not allowed to count attendance when determining grades, however we can include participation. As I've said and put in my syllabus, it is possible to attend and not participate, but it's not possible to participate without attending.

DEPARTMENT GRADING STANDARDS

These statements are provided for your guidance and describe the consensus of the department regarding the qualities associated with letter grades. This description can not substitute for the Criteria for Determination of Grade section of your syllabus, but you can explain or hand it out as additional information. Quantification regarding grades is not considered here, only subjective appraisals of work in undergraduate and graduate program in our department. The grade statements provide a basis for evaluating the quality of individual assignments and of overall class work which would constitute the final grade in the course. The concept of "average" has been strictly avoided so that the same criteria can be used for undergraduate and graduate work. For each grade described, the letter statement refers to evaluating individual assignments; the bulleted statement refers to course grades.

- A.** This grade indicates performance or production well beyond basic requirements as demonstrated through creativity, depth, and refinement in the assignment.
- This student's work is characterized by excellence in style and communication. S/he provides evidence of superior achievement through creativity and a novel synthesis of ideas. In coursework, this student is a reflective thinker, poses key questions about issues, and relates currently learned concepts to prior knowledge. S/he also gives evidence of professional development.
- B.** This grade indicates solid work appropriate to course guidelines. The production or performance is of good quality, but lacks the depth, creativity, or originality of "A" work.
- This student usually demonstrates initiative and inquiry. S/he synthesizes key ideas and demonstrates consideration of new ideas. S/he consistently completes coursework in a comprehensive manner.
- C.** This grade indicates minimally acceptable mastery of content. Some minor weakness and deficiencies may be apparent, but overall the work is acceptable.
- This student has in general satisfactorily completed course requirements according to established guidelines. This student communicates effectively, participates regularly, and provides some evidence of professional attitude, commitment, and motivation.

D. This grade indicated work which is below accepted minimum levels on an assignment. Such work would lack logic, fail to clearly address the assignment, include non-standard or faulty syntax, and non-typographical spelling errors.

- In coursework, this would indicate documented achievement so low that some form of remediation would be necessary before higher level work in the same area could be attempted again.

F. This grade indicated that none of the essential demands of an assignment was met. The student functioned at such a low level, that only a fresh start in a course would make sense for the student who truly wishes to continue in education.

Note: Students must attain a grade of at least “C” in courses required for teacher certification. Some programs require that minimum grades be earned in particular courses in order to continue in the program. Graduate students must maintain a 3.0 average, with no more than two C’s, in order to remain in good standing and graduate. This is shared not to dissuade you from giving these grades when they have been earned, but to let you know the program’s requirements. If you see that a student is not doing well, please confer with him/her as soon as possible.

INCOMPLETES

You may only assign a grade of Incomplete (I) under certain very particular circumstances. If you give an Incomplete, you are responsible for grading the student’s missing work and submitting the change-of-grade form, even if you are not teaching at UofL the following semester. Students must know how to contact you to clear up INC grades, and you must respond in a timely manner when they do.

A grade of Incomplete (I) can only be given to a student who is unable to complete course work because of extenuating circumstances that occur after the date to withdraw and are beyond his/her control BUT they also must be in good standing before or as the circumstances start. An Incomplete must be removed by the end of the following semester (spring for fall courses, summer or fall for spring courses) or it will automatically change to an F. A written agreement is to be filled out and signed by both instructor and student upon assigning an Incomplete grade (Appendix B). The Department of Teaching and Learning does not support incompletes unless the student, from the start, has been conscientious and the reason is worthwhile and unavoidable, e.g., illness, family emergency, disaster.

DEFERRED GRADE

A deferred grade (X) can only be given to graduate or professional students and then only when a course extends beyond one semester (e.g., a year-long course for which students register in the fall). If you feel your course warrants an X, please check first with Karen Karp or Jennifer Bay-Williams.

PASS-FAIL

Students have the option of taking a limited number of classes on a pass/fail basis if the class is not required for certification. (If someone asks and you’re not sure if yours is a certification course, please ask Jennifer Bay-Williams before signing.) The student desiring this will bring you a drop/add form, dropping the class on a graded basis and adding it on a Pass-Fail basis. Students can

do this well into the semester. You can agree to do this or not. If you agree and the student successfully files the form, the P/F grading option will appear on your final grade roster. A passing grade is a “D” or better for undergraduates and a B- or better for graduate students. Instructors cannot establish higher standards for pass/fail students.

OTHER GRADING POLICIES

1. All grading policies and course expectations must be explained to students orally and in writing during the first week of class. They must also be located within the syllabus, which must be distributed the first week of class.
2. All written work should be graded and returned to the student within one week, if possible. The department has a mandatory policy that assignments be word-processed, for easy readability. The **only** handwritten work that should be accepted is in-class work or graphic or artistic products.
3. Students should be kept abreast of their progress and current grade. Instructors should be able to provide this information upon request, and should notify students who are doing poorly, even if they don't ask.
4. Plagiarism: If you have concerns about the authenticity of any student's work, you are welcome to consult with Karen Karp or Jennifer Bay-Williams about how to proceed. If you decide to charge the student with plagiarism, please keep the work in question and send Karen Karp a copy of it and a description of your reasons for the charge.

PRIVACY OF GRADES

1. In agreement with the University of Louisville Student Records Policy, which provides for student privacy, grades may not be posted by name, ID or social security number, or any other personal identifier. If instructors wish to give out grades before a student checks them on the web, they have the following options: post them in the gradebook on BlackBoard (where students can access their grade), individual e-mail, self-addressed stamped envelope provided by the student, telephone call, or an appointment to discuss the grade in person. Course grades are accessible to students on the web shortly after you have posted them. Please refer students there rather than answering phone or email requests to know their grade. You also may not discuss a student's grade (if s/he is 18 or older) with anyone other than the student, without the student's written permission.
2. You can return graded assignments in several ways:
 - Students who submit work through LiveText or BlackBoard can see their returned work there. In LiveText, students need to click **Reviews** under the **Collaboration** heading on the left side of their Desk. Near the bottom they will see **Items Sent for Review**. If it has been reviewed, they just click on the title to see comments the instructor has written. They click **View Assessment** to see the rubric, if one was used. In BlackBoard, work submitted to the Digital DropBox can also be returned that way. Please see the Computer-related Information section of this handbook for further information about each of these options.
 - If students turned in paper copies, it is preferred that you return graded materials directly to individual students. When that is not possible, you can
 - Leave paper copies of graded work for students in room 239, in a crate with your name on it on the shelves opposite the door. If this is done, you must put it in a sealed envelope with the

student's name on the outside. (Have students bring in 10"x12" manila envelopes for this purpose, as the department cannot provide them.) You'll also need to ask Paula Gordon for a crate – we don't automatically put one out for each adjunct instructor for space reasons, but are happy to provide one if you need it..

- Have students bring stamped, self-addressed envelopes in which you can mail their work.

POSTING GRADES AT THE END OF THE SEMESTER

All grades must be reported online over the Web through ULink at <http://ulink.louisville.edu>. Since the grade rosters are specifically linked to the instructor's userID, and since the computer usage agreement and security policies of the university prohibit sharing passwords, faculty must individually submit grades. Here's how:

Login ID and Password: Your account and password are your UofL userid, the same one you use to access your Groupwise email. If you are unsure about your UofL account or password, please read the information provided under the "For first-time users" link on the ULink home page. If you don't know your UofL Userid, go to <https://hal.louisville.edu/primaryUserID/setupObtainPrimaryUserID.cfm> If you have forgotten your password, call the IT Help Desk, 852-7997.

Once You Log On: Click on Faculty/Staff Services tab (across the top), go to the menu item "Academics," then click on "Record Grades." Read the instructions, and then select the term. You will then see a list of your classes for that term. The people icon leads to your class roster; the other icon leads to the grading form. Click on the grading icon for the class you wish to grade.

Important Instructions

1. If a student is attending your class and is not on the roster, advise the student to contact his/her Dean's Office for late registration. When this procedure is complete, the Registrar's Office will send you a "Grade Authorization Form" requesting the student's grade. You will complete this form and deliver it to the Registrar's Office.
2. Any student on the grade roster is officially registered. Do not leave any grades blank for any student. A person not in attendance should be graded an "F;" Incomplete and Deferred grades are not appropriate in this circumstance. If a student is on the grade roster, but not on your class roster, please let either Paula or Desrie in room 255 know so that they can check with the Registrar's office.
3. Audit and Pass/Fail Grades (Student Option). If the grade type is Audit, "AU" will appear in the column marked for grades. If the grade type is Pass/Fail, you must click "P" if the student passed the course or "F" if the student failed the course. In order for "AU" or "P/F" grades to be accepted, Audit or Pass/Fail must be designated as the grade type.
4. Incomplete and Deferred Grades. If you must assign an Incomplete (I) or Deferred grade (X), the situation must meet the criteria set by the instructional unit. (See previous handbook section about assigning these grades.)
5. Valid Grades - Valid grades will show up in the drop-down menu and are determined by the student's grading basis. Graduate students may be assigned + and – grades.
6. Grade availability. Grades are available to students by touch-tone or over the web as soon as they are posted.

DEADLINE - All grades are due 48 hours after the scheduled final exam.

For further assistance, contact Paula Gordon (852-6431) or Desrie Nisbett (852-6593).

D. COMPUTER-RELATED INFORMATION

COMPUTERS AVAILABLE FOR STUDENTS ON CAMPUS

There are several locations on campus where students can use computers. The ERTC has an open area (first come, first served) with many computers. The North Computing Center in the School of Business (one block west of the College of Education and Human Development) and the Ekstrom Library also have open computers. Students should check dates/times on the University web site or with each facility directly.

STUDENT ACCOUNTS

All students are given accounts on the university's Groupwise system, which is comparable to your university account. Students may not be aware of their university account, and many students have other active accounts through Yahoo, AOL, Bellsouth, and other providers. Please tell students they must use their UofL account for all university business. That is the address to which we will send official university, department, and course information, and they are responsible for anything sent to that address. They will need that userid and password to access BlackBoard, and will need that userid to create and access their LiveText account (though they can connect from non-UofL accounts). If students think they are unlikely to check their UofL account regularly, they can have their email forwarded from that account to the one they check more regularly but they are responsible for anything sent to the UofL address, whether it is forwarded or not.

SENDING AND RECEIVING EMAIL ATTACHMENTS

The university recently put in place a more stringent security system for email originating outside of the UofL system. Messages with attachments having certain suffixes (for example, .exe) will be blocked unless the attachment has been sent as a compressed file. Neither senders nor recipients will be notified; it just won't get to where it was sent. This will present a real problem for students sending assignments as attachments to your UofL account, as you won't get them and the student won't know it wasn't received. There are several solutions to this problem:

1. BEST SOLUTION: Have students send attachments from their UofL account to your UofL account.
2. If students send attachments from a non-UofL account, suggest that they compress (ZIP) them first, and you will need to extract the files when you get them. Instructions are in Appendix E.

This will not affect student work sent to LiveText or BlackBoard.

LIVETEXT: ALL YOU WANT TO KNOW AND MORE

Who is required to use LiveText?

All students in the Department of Teaching and Learning will be required to submit Hallmark Assessment Tasks (HATs) and create portfolios in LiveText. This includes:

- Elementary, middle, and secondary B.S. and MAT Programs
- Alternative Certification Programs
- PE MAT
- Special Education certification-only and advanced programs (MAT, M.Ed. and Rank I)
- All distance education courses also must have HATs posted and assessed in LiveText.

Students should be introduced to LiveText while taking the introductory courses of

- EDTP 502/602 (Exploring Teaching)
- EDTP 301/501 (General Methods)
- [Special Ed. course(s) to be identified]

If you are teaching one of those courses, please contact Katie Hunt (852-1360) to schedule a 45 minute LiveText initial training session before, after, or during your class time, and plan to stay there for it.

How do faculty obtain LiveText?

During the Part-Time Faculty Orientation session, you will be signed up for your free LiveText account. If you already have a LiveText account, it is still in effect. If you did not attend the Orientation Meeting, you'll need to contact Katie Hunt for instructions and the key code you'll need. We did preliminary training at that meeting also. You should download the help documents and use those, and can also contact Katie for questions or training.

How do students obtain LiveText?

A registration code may be purchased in local bookstores or students can purchase an account at the LiveText web site, www.livetext.com for \$98.00. Students should purchase an account before attending an initial training session.

LiveText memberships are good five years.

Student LiveText Training

Students are strongly encouraged to attend an initial training session, though they can start learning the program as soon as they get it. The ERTC will try to schedule training times close to class times. If students do not attend an initial training session, then support the ERTC can provide will be limited.

The ERTC will try to schedule open help times for students to receive additional assistance. This will not substitute for the initial training session, which students need to attend. If a student asks for help outside of these times, the ERTC may be unable to accommodate their request due to staffing issues. Hours of open times will be posted on the web at <http://louisville.edu/education/admin-support/livetext.html>

How does this affect faculty and instructors?

Instructors and faculty must use LiveText, at minimum, for the submission and assessment of HATs. Instructors are not limited to just the HAT. We encourage the submission and assessment of multiple assignments on LiveText, as you become more comfortable using it. Students will be compiling electronic portfolios using LiveText, so consider starting with assignments that might serve as portfolio artifacts. Over time, as you and your students become comfortable, working with LiveText will become second nature.

Student Information for Getting Started with LiveText

All that is needed is a membership and an internet connection.

Your instructors in beginning courses will inform you of training times to get started with LiveText. YOU MUST ATTEND AN INITIAL TRAINING. If you want to go ahead and set up an account, it is suggested that you use your UofL UserID (example: jmsmit01) as your LiveText user name. **Remember the password and email account you associate with LiveText.** IF YOU FORGET THESE YOU MAY NOT BE ABLE TO COMPLETE ASSIGNMENTS IN A TIMELY FASHION. There is a help document that walks people through creating their LiveText account. It, along with other helpful documents, is available at

<http://louisville.edu/education/admin-support/livetext.html>

Faculty Responsibilities re: LiveText

Your course should already have a Hallmark Assessment Task (HAT) prepared and likely will have one already posted in LiveText. If you have any problems, please contact Katie Hunt.

General LiveText Tips

Use Mozilla Firefox as your web browser. If you do not have this web browser you can download it from www.mozilla.com.

If you have difficulties logging in, check your cookie settings. You must accept LiveText cookies to use their website.

HOW TO SINGLE SPACE IN LIVETEXT TEXTBOXES

If you are in a text editing box within LiveText and you want to single space within the box, hold

shift + enter; enter alone will give you a double space.

HELP

If you are having difficulties, you have several options for help:

- Click on the help button in the upper right corner. This will link you to tutorials, references and trouble shooting tips. You may want to print out all or parts of the help manual located here.
- Check out the UL LiveText website for information
<http://louisville.edu/education/admin-support/livetext.html>

- Click on the “Contact us at support@livetext.com” link that is on the lower right hand of the screen. A form pulls up for you to fill out and it sends an email to the support desk. This link also sends diagnostic information such as the page you are working on and what browser you are using.
-

STANDARDS ON LIVETEXT can be accessed through the Standards section of the lesson plan format. Here are the abbreviations for the standards sets you are most likely to use.

KY-4-1	State Core Content Standards Students in K-12 schools must meet these standards. UL candidates must include these standards in preparation of items for teaching.
KY-KTS-2008	Kentucky Teaching Standards (Initial and Advanced)
KY-UL	UofL Teacher Standard 11: Understanding the Complex Lives of Students and Adults in Schools and Society (for all UofL programs)
KY-IECE	Interdisciplinary Early Childhood Education standards
KY-KERA	Kentucky's Learning Goals and Academic Expectations
KY-POS-2006	Kentucky Program of Studies
ULCF	University of Louisville Conceptual Framework Standards (developed for CEHD competencies)

LIVETEXT HELP DOCUMENTS

Rather than include help documents that may have been updated, I encourage you to go to the web site for the most recent ones. It is <http://louisville.edu/education/admin-support/livetext.html>

Current topics include:

Student Resources (**How to...**):

STUDENT COURSE MODULE (DASHBOARD)

- [Creating a Course Assignment for a Course listed on the Dashboard \[PDF\]](#)
- [Submitting the Assignment \[PDF\]](#)
- [Viewing Graded Work from the Dashboard \[PDF\]](#)

STUDENT VIEW (COURSES ARE NOT LISTED ON THE DASHBOARD)

- [Creating a Course Assignment from the Documents Tab \[PDF\]](#)
- [Send for Review \[PDF\]](#)

[VIEWING GRADED WORK \[PDF\]](#)

FACULTY RESOURCES (HOW TO...):

[Create Hallmark Assessments in LiveText](#)

[Add Standard Sets](#)

[Assess Student Work](#) **CRITICAL!**

[Create a Regular Label](#)

[Create a Smart Label](#)

[Share Assessments](#) **CRITICAL!**

Additional Help [Quick Tips](#)

VERIFICATION OF SUBMISSION AND SEEING REVIEWED WORK

Students may ask you to let them know if you have received their assignment in LiveText. Please let them know that they can check this themselves and how to do it.

1. In **My Desk**, the left hand side select **Reviews**, which is displayed under **Collaboration**. Click the *Sent for Review* tab, where you should see the *title, to,* and *sent for review*.
2. If it has been received but not yet assessed, it will say **pending**. Once it has been assessed, it will say **completed**.
3. When you see that an item has been reviewed, click on that item.
4. This will allow you to see your assignment, with comments the person has included. If the instructor has assessed using a rubric, you can see this also. Within the lesson plan that has been reviewed, click **View Assessment** in the upper right area of the screen. A box will open with the rubric, with the assessed level of performance for each criterion indicated on the right side. Be sure to scroll to the bottom of the rubric, as there is a text box for additional comments there.

* * * * *

BLACKBOARD

BlackBoard is another web-based system that can support your teaching. You can include your syllabus and other course documents that students can read and/or download, create groups where students can communicate only with the people in their group, keep grades, post announcements, and create course-relevant chat rooms. The university automatically creates a BlackBoard “shell” for each class you teach. You are not required to use it, and many people don’t, but it can be a useful support for your teaching. (Gina: I post things under course documents that I used to give as handouts.) If you are interested in learning more about this, contact the ERTC.

DISTANCE EDUCATION COURSES

DISTANCE EDUCATION COURSES ARE OPERATED THROUGH BLACKBOARD. I RECOMMEND THAT YOU ACCESS THE MANY RESOURCES AVAILABLE AT BLACKBOARD @ UoFL.



- [Student Blackboard Help](#)
- [Faculty Blackboard Help](#)
[Faculty Training](#)
- [Student Training](#)
- [7.1 Faculty Manual](#)
- [7.1 Student Manual](#)
- [Discussion Board Overview](#)
- [Discussion Board Rating and Grading Statistics](#)
- [Discussion Board User Management & Moderation](#)
- [Multiple Attempts & Self Assessment](#)

GENERAL INFORMATION

To All University of Louisville Faculty Using Blackboard:

The University of Louisville will upgrade to 8.0 during the 2008 Holiday break. To learn about some of the new features click the following link [\\Cehd\data2\Shared\EDTL\Part-time Faculty\Summer 2008\Summer 2008 Instructor Orientation\Whatnew7_3.doc](#)

Q: Does the new version of Bb look or act differently?

There will be some minor differences but the Blackboard course itself, including the Control Panel will look the same and work better. The Discussion Board will look and function differently.

Q: What are some of the new capabilities this version offers?

- Discussion Board
- View participation detail
- Built-in grading capabilities
- Performance dashboard statistics
- Save as draft

- Lock forum
- Student moderators
- Student-created forums and threads
- Rate posts
- Subscribe to threads (email notification)
- Search/collect posts
- Copy forums to same/different discussion board
- Create post collections
- Availability options, like those of other Blackboard areas
- Assessments and Gradebook
- Unlimited or multiple attempts, or specific number of attempts
- Choose which attempt to grade
- Clear multiple attempts
- Create low-stakes tests
- Grade not included in score
- Extra credit questions
- Detailed submission reports (printable)
- Import and export a single test or survey
- More feedback options for tests

Q: What are the upgrades to current features?

- Spell check added to Email, Glossary, and Assignments
- Email now includes Course ID in Subject line
- Attach multiple files via email
- Available languages now include simplified and traditional Chinese, Arabic and Japanese
- Course import/export/archive and restore functions are now asynchronous.
- Performance Dashboard
- Animated Quick Tutorials for many key Blackboard features are available to instructors

LINKS TO IMPORTANT WEB SITES

Textbook (please be sure it hasn't already been ordered) If it doesn't link, copy and paste the address in your url line. <http://www.louisville.edu/admin/contmgmt/bookorder.html> Our department is Teaching and Learning. Click on the following link and complete the form.

Link to guide sheets for various tasks in LiveText, for you &/or to share with students:
<http://www.louisville.edu/edu/livetext/>

Our department web site: <http://www.louisville.edu/edu/edtl>

The student dispositions form is <http://college.livetext.com/misk5/formz/public/5607/IIPShIIFM9>

For university student teaching supervisors:

Here is the link to the Mid-term and Final Performance Review and Feedback Form. Katie posted one form, with a field that asks for mid-term or final, kind of like the Milestones field on the portfolio assessments. <http://college.livetext.com/misk5/formz/public/6425/8k23YMCLVF>

E. EMPLOYEE INFORMATION

CHANGE OF ADDRESS OR TELEPHONE NUMBER

If you have a change of address, telephone number, or email address, please inform Kathy Redman (852-0571) immediately. It is also important to update your personal email through ULink. If you have a name, number or address change, please remember to update your personal information in ULink because it is used at times to update other reports.

PARKING

Information on parking regulations and permits may be obtained in the Public Safety Department. Blue or green permits are required to park on the main campus during the day, but are expensive. You will need to show a copy of your contract to purchase a blue permit. Public Safety offers temporary parking permits for temporary workers. These passes are good for one month and allow the user to park in one of the designated areas. The prices are: Green - \$13.00; Blue - \$18.00. After 5:00 p.m. the public may pay to park in certain campus lots. Faculty teaching at the Shelby campus should check with Public Safety to see what, if any, permits are required there. Students and part-time faculty sometimes park in the lot of DuPont Manual High School, across the street from the College of Education and Human Development, but you should be aware that they occasionally close and lock the gates.

MAILBOX

You have a mailbox in room 268. Please be sure to check it at least once a week. Items placed in the mailbox should be school related (example: grade rosters, class lists, evaluations, memos, and notes). If you teach on Shelby campus or through distance education and don't check your campus mailbox on a regular basis, you need to contact Paula Gordon, Desrie Nisbett, or Quentin Hunter immediately and work out an arrangement for getting the information you need in a timely manner.

COURSE EVALUATIONS

All full-time, part-time, and adjunct faculty are required to have students complete both the bubble-sheet and open-response official department course evaluations.

In distance education courses, the on-line evaluation will appear on the students' Blackboard home page and will be collected electronically. Please encourage them to complete these.

Instructors of all other courses will receive Course Evaluation Packets in your mailbox in room 268 or room 158 toward the end of each semester. (If you teach at Shelby Campus, see [Mailbox](#) below for further information.)

1. Please, please, please read the direction sheet.
2. Complete the evaluation sheets at the beginning of the class. They need to be turned in to offices that close at 5:30. If you cannot complete your evaluations at the beginning of class, you can leave the evaluations at the front desk of the ERTC. The staff in the ERTC will hold the evaluations and notify Renee that they have been left for her.

3. You cannot be in the room when students are completing the evaluations. You cannot look at the evaluations before they are turned in. (You will get a summary of the quantitative data and copies of students' written comments the following semester.)
4. Ask a responsible class member to be in charge of delivering completed course evaluation packets. EDSP courses go to room 158; EDAP and EDTP ones go to the T&L office (255). [Shelby Campus instructors should make arrangements with Renee Booker for return of evaluations.]
5. If the class you teach has special dates, contact Renee (srbook01@louisville.edu) to get your evaluation forms early.
6. You may create your own feedback form, too. If you do, please have the class member in charge collect that separately, place it in a manila envelope labeled "Personal Course Feedback," with your name, course name and number, and semester/year on the outside, and turn it in to Renee, along with the official evaluation forms. Renee will hold them for you until after grades have been submitted.

PROGRAM AND UNIVERSITY EVALUATIONS

At the ends of both fall and spring semesters, we ask students in particular courses to respond to department surveys seeking feedback about the students' program. Additionally, in the spring semester, a sub-set of courses is chosen as a representative sample of students and programs for a university-wide survey. If your course is one of these, you'll need to make sure students have time in class to complete them. We will try to let you know in advance how long to allocate, and ask that you read and follow directions carefully when giving and returning the surveys. We count heavily on this information to inform both our self-study and accreditation improvement process, and need every response, correctly coded, to provide usable data.

OFFICES

While we cannot provide offices for part-time faculty, we may be able to help you find a quiet place to work or meet with students while you are on campus. Check with Jennifer Bay-Williams if you are interested.

FREQUENTLY ASKED QUESTIONS

HOW TO GET COPIES MADE?

There is a work order form that needs to be filled out. We ask for **48 work hours** notice in order to complete your request. The forms are in Room 268 and 158. Place the work order in the “work/in” box. Your completed work will be placed in your mailbox. If you have a small (1-10) copy job, there is a small copier in room 255 and also one in room 158. Feel free to use these copiers. We will show you how to use the larger machines in the ERTC. Part time faculty can use the large copier in ERTC to make copies. The copy code is **7427**.

IS THERE A LIMIT TO THE NUMBER OF COPIES MADE DURING A SEMESTER?

No, but you are encouraged to post things on BlackBoard or send them to students electronically whenever possible. The copyright laws are adhered to. Larry Raymond, 852-5099, can be contacted should you need the CopyIt Center’s help. (See attached UofLibraries Course & Electronic Reserve Policies for additional information.)

WHERE CAN I GET A COPY OF DEPARTMENT MEMBERS’ TELEPHONE NUMBERS?

Go to www.louisville.edu/edu/edtl. Click on **College of faculty/staff**. Scroll to **Faculty/Staff Directory** and click. Go to **Printable CEHD Directory - Microsoft Excel**; open document print.

WHERE DO I GET KEYS FOR MY OFFICE AND/OR OTHER AREAS NEEDING KEYS?

Due to the limited availability of keys, part time faculty are not given keys. If you need to get into a classroom in CEHD, you can ask one of the staff in room 255 or 158. If you need to get into a classroom in Building A on the first floor, you can contact Ruth Moser (852-7758) in the Dean’s office.

WHAT ARE THE BUILDING’S HOURS AND HOW DO YOU ACCESS AFTER HOURS?

After your Employee ID badge has been activated, you should be able to access the building at any time. If there is an access problem with your ID card, please contact Ruth Moser at 852-7758 or ramose01@louisville.edu.

(See attached sheet regarding Building Access Information for New Employees.)

HOW CAN YOU REACH PHYSICAL PLANT IF THERE IS A REPAIR NEEDED OR FURNITURE NEEDS TO BE MOVED?

First floor: contact Quentin Hunter 852-6421

Second floor: contact Kathy Redman, 852-0571 or Paula Gordon, 852-6431

They will request a Work Order from the Physical Plant office.

HOW ARE GRADUATE ASSISTANTS UTILIZED?

Contact Amanda Wyrick, 852-0589 and she will coordinate their efforts.

WHERE IS MY MAILBOX?

First floor: in room 158

Second floor: in room 268

WHERE CAN I GET OFFICE SUPPLIES?

First floor: room 158 **Second floor:** room 268

If there is an item not found in our supplies, please contact Renee Booker, x6432 or Quentin Hunter, x6421 to place an order for you.

WHAT IS THE UNIVERSITY'S MAILING ADDRESS?

College of Education & Human Development

ATTN: Department of Teaching & Learning

University of Louisville

2301 South Third Street

Louisville, KY 40208

WHERE DO I PLACE COMPLETED/GRADED WORK FOR STUDENTS TO PICK UP?

Please notify a staff member in 255 or 158 that you need a location for your students to pick up their work. The staff will hold onto student work for one semester. If a student does not pick up his or her completed/graded work by the end of the following semester, it is discarded.

HOW DO I ORDER TEXTBOOKS ELECTRONICALLY?

Go To:

<http://www.louisville.edu/admin/contmgmt/bookordr.html>

HOW DO I RESERVE MATERIALS THROUGH U OF L LIBRARIES?

U of L Libraries Course & Electronic Reserve Policies:

<http://library.louisville.edu>

APPENDIX A

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

SECTION 1. PURPOSE

The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of certain of their rights and responsibilities at the University of Louisville. Further rights and responsibilities of students are set forth in other University rules and policies, including the Code of Student Conduct, Residence Hall contracts, and academic unit bulletins. It is the students' responsibility to be aware of all University rules and policies; students should check with the office of the Assistant Vice President for Student Life and with their academic units if they have any questions about what these policies are.

The University is a public educational institution for adults rather than a custodial institution. Consistent with the role of the University to educate its students and to stimulate student autonomy and independence, University regulation and supervision of student life on and off campus is limited. The University does not assume responsibility and liability for the student conduct rest with the student as inherent attributes of his or her adult status, concurrently with the student's freedom of choice regarding his or her presence at the University and his or her own conduct and associations.

SECTION 2. DEFINITION

- A. The term "academic dishonesty" means obtaining or seeking to obtain an unfair academic advantage for oneself or for any other student it includes lying, cheating, stealing, or engaging in otherwise dishonest conduct in the course of or related to any academic exercise.
- B. The term "academic exercise" means a test, quiz, examination, speech, presentation, paper, field or laboratory work, or any other academic activity on *which* a student is evaluated
- C. The term "group" means a number of persons Who are associated with each other and who have not complied with the University requirements for recognition as an organization
- D. The term "organization" means a number of persons who are associated with each other and who have complied with the University requirements for recognition as an organization.
- E. The term "student" means any person taking courses at the University, either full or part time, pursuing undergraduate, graduate or extension studies on a regular quarter, semester, or summer-term basis.
- F. The term "student broadcast" means oral material published on a student operated radio or television station.
- G. The term "student press" means either a student publication or a student broadcast.
- H. The term "student publication" means written material published by a student organization.
- I. The term "teacher" means any person hired by the University to conduct classroom activities. In certain situations, a person may be both "student." and "teacher." Determination of the person's status in a particular situation shall be determined by the surrounding circumstances.

- J. The term “University” means the University of Louisville and, collectively, those responsible for its control and operation.

SECTION 3. CLASSROOM RIGHTS AND RESPONSIBILITIES

- A. A student shall be evaluated on demonstrated knowledge and academic performance, and not on the basis of personal or political beliefs or on the basis of race, color, notional origin, religion, sex, age, or handicap not affecting academic performance.
- B. A student has freedom of inquiry, of legitimate classroom discussion and of free expression of his or her opinion, subject to the teacher's responsibilities to maintain order and to complete the course requirements.
- C. A student is responsible for fulfilling the stated requirements of all courses in which he or she is enrolled.
- D. A student has the right:
 - 1. to be informed in reasonable detail at the first or second class meeting about the nature of the course and to expect the course to correspond generally to its description in the appropriate University catalogue or bulletin;
 - 2. to be informed in writing and in reasonable detail at the first or second class meeting of course requirements and assignments;
 - 3. to be informed in writing and in reasonable detail at the first or second class meeting of standards and methods used in evaluating the student's academic performance;
 - 4. to be informed in writing of any necessary changes in assignments, requirements, or methods of grading and reasons for changes.
- E. A student has the right to confidentiality in the student/teacher relationship regarding the student's personal or political beliefs, expressed in writing or in private conversation, shall not be made public without explicit permission of the student.
- F. Changes of violation of those classroom rights and responsibilities shall be handled through the appropriate academic unit level procedures.

Student Handbook, pages 50-51

APPENDIX B

CLASS INCOMPLETE AGREEMENT

(RETURN COMPLETED FORM TO JENNIFER BAY-WILLIAMS)

Student's Name: _____ Student ID: _____

Instructor: _____ Semester/Year: _____

Course Name & Number: _____

LIST COMPLETED WORK:

LIST INCOMPLETE WORK:

INSTRUCTOR SIGNATURE _____

Academic Policy - Making Up Incomplete: Students unable to complete course work because of conditions beyond their control, in particular because of severe illness or injuries, may be granted an "Incomplete" so that work may be completed. Instructors are required to demonstrate that the proper conditions were met for students receiving an Incomplete. Those conditions are:

1. The majority of the course work was completed by the end of the semester; AND
2. The performance in course work completed by the end of the semester met the published standards for a passing grade; AND

3. The final portion of the course work could not be completed for reasons beyond the student's control.

Students must honor instructors' requests for documentation of the extenuating circumstances.

Students must complete the course work no later than the end of the next regular semester (by the next fall if the incomplete was given in a summer or spring semester). Failure to complete the work by the deadline will result in an automatic change of grade from "I" to "F" unless the Dean grants an extension. If the work is completed by the deadline, the instructor will submit a change of grade from "I" to the letter grade earned.

I have read and understand the policy stated above.

Student signature _____ Date _____

APPENDIX C

CEHD GUIDELINES FOR COMPUTER USAGE

Computers are a very important part of performing business inside the University. For this reason, you need to take an active role in maintaining and complying with the below listed guidelines.

PCs AND MACs ON THE NETWORK

PCs and MACs

- ↪ You should use Dewey for the storage of data files and documents. Dewey provides you with a personal folder, which is secure and backed-up, so that information is not lost during computer malfunction. In addition, Dewey provides a common drive that can be shared within a department or the school. *(Not applicable for adjunct faculty)*
- ↪ When browsing the Internet, use Internet Explorer, which is the preferred browser for the College of Education and Human Development. By doing this, you are less likely to encounter problems. Internet Explorer is preferred over Netscape Navigator
- ↪ You should have a GroupWise account, which is the preferred software application of the university. Other applications, such as Outlook or Outlook Express, are a target for e-mail viruses and will help to spread viruses.

PCs ONLY

- ↪ Be sure to log on to your Dewey account every day. Dewey is the College of Education and Human Development server. Dewey provides access to applications, network printing, helps to install software, and gives frequent updates on virus protection. *(not applicable for adjuncts)*
- ↪ Be aware that GroupWise is required if you plan to use PeopleSoft.
- ↪ Use NAL (Novell Application Launcher) when installing applications. This is the official way in which the university distributes software.
- ↪ Install current virus protection on your computer and continually keep it updated. The university is site-licensed for f-prot, which is free to install. This should be installed through NAL.

MACs ONLY

- ↪ Currently, the university does not have a site license for the virus protection software used with MACs. Therefore, you should purchase your own virus protection software for your MAC and continually keep it updated.

EMAIL

Remember: The University of Louisville states that email is a privilege, not a right, and can be revoked for misuse and abuse. It is intended for work purposes and you should adhere to the University's policy. The [Computer Account Usage Agreement](#) (University of Louisville computer agreement) can be accessed at <http://www.louisville.edu/it/dcs/sam/useagree.html>. The University states in this agreement that all computer users must agree to the following:

"I understand that misuse of the computing resources, abuse of the system, or other violation of this agreement, by myself, or by an individual to whom I have permitted use of the computer accounts, can result in loss of computing privileges, disciplinary action, and legal action."

Read the entire Usage Agreement to ensure that you understand the terms for which you are responsible.

- ↪ Your email is mainly for business and professional purposes. Distributing chain email, spam, jokes or mass emailings is discouraged. This unnecessary usage increases network traffic and will result in slower email and Internet services for everyone.
- ↪ Establish a Preferred Email Address (PEA) for yourself. This address will be easier to remember and to distribute to others. The user selects a nickname in addition to his/her standard user ID. Nicknames are based on the user's name. For further information about establishing a PEA, go to <https://raven.louisville.edu/webmaint-bin/ldap/pea.pl>.
- ↪ Avoid having your password automatically saved on your computer. Keeping your password saved opens a security risk because someone else may easily gain access to your account. In addition, by not saving your password, you will be forced to remember your password.
- ↪ Do not open emails from people you do not know. There is no way to know what these emails may contain. By not opening these emails, you give yourself added virus protection and you can avoid being included on unwanted list-serves.
- ↪ Subscribing to non-work related list-serves and using email to order personal items from the Internet are both prohibited according to the University's Computer Account User Agreement. Doing these activities increases network traffic, encourages the presence of advertisers, and tempts users into making purchases.
- ↪ Avoid distributing bogus information, 95% of which are hoax e-mails. These emails quickly replicate themselves, which increases network traffic. Be sure to check these emails for validity. If an email is not from the university, it should be verified through your College of Education and Human Development Technical Support Staff.

SOFTWARE AND DOWNLOADING

- ↪ Read all licensing agreements and installation directions before installing software on a University machine. Some software agreements may offer a free trial period and then automatically bind you when this time expires. You would then be expected to pay for the services. If you are not aware of this, you may use the software after the trial period without

knowing you are required to pay for it. You could then be charged with copyright law violation, which is punishable by severe fines.

- ↪ Check with Technical Support Staff that software you are loading has valid licensing and will not cause problems with your computer.
- ↪ Only load needed software that is covered by University licensing. The College of Education and Human Development has purchased a site-license for certain software applications. These products may be installed on any University computer in the College of Education and Human Development.

The following software is included:

- ✓ Microsoft Operating Systems (Windows 95 / 98 / ME, Windows NT/2000)
- ✓ Microsoft Office Suite (Includes Word, Excel, Access and PowerPoint)
- ✓ Microsoft Office 98 / 2001 is available for MACs
- ✓ Microsoft FrontPage and Microsoft Publisher
- ✓ Web browsers (Internet Explorer-preferred and Netscape-discouraged)
- ✓ Novell Client 32 login (for access to LAN server and other network applications)
- ✓ NAL (Novell Application Launcher), for PCs only
- ✓ GroupWise (encouraged email)
- ✓ University Supported Virus Protection (currently f-prot), only available for PCs. MAC users must purchase their own virus protection software.

- ↪ Avoid installing or downloading unlicensed or unstable software on your computer. Before downloading installation software from the Internet, consult with your Technical Support Staff.

Examples of software to avoid:

- ✓ Instant Messaging and Chat software
- ✓ Evaluation software (WinZip and pk zip have 30 day evaluation license and then it is illegal) We have an alternative.
- ✓ Screensavers
- ✓ Games
- ✓ AOL products
- ✓ Personal Programs like After dark screen savers or Quicken
- ✓ Napster and MP3 files.

- ↪ Streaming audio or video for non-work related purposes takes up network bandwidth. As users begin doing this, the performance of the network deteriorates and everyone suffers.
- ↪ Do not order new computers without checking to see if it will function on the university network. Whenever you plan to purchase a computer, verify with your Technical Support Staff that it will be configured to work on the College of Education and Human Development network and that it will provide you with optimal performance for your needs.

COMPUTER INVENTORY ACCOUNTABILITY

- ↪ Computers purchased with University funds are the property of the University of Louisville. This includes purchases made through grants and incentive funds. They are not personal property. Therefore, users must abide by the university's computer usage guidelines.
- ↪ All computers must be inventoried. This is done by providing written documentation of the following:
 - ✓ The individual in possession of the computer
 - ✓ The location of the computer
 - ✓ The individual who is responsible for the computer
- ↪ To ensure accountability of computers, the following guidelines will be enforced:
 - ✓ Any computer which has a UofL property ID# tag, must be tracked as an inventory item.
 - ✓ All full-time faculty and full-time staff may be allowed to take university computers home for work-related usage if approved by department chair and Assistant Dean. Any university property that is going home must be recorded in written documentation. You will need the department chair to approve and sign-off on all requests and then file this with the Assistant Dean, Don Carson.
 - ✓ All part-time faculty, part-time staff, graduate assistants, and student workers are NOT allowed to take personal university computers home.
 - ✓ All university laptop/portable computers that are being used at UofL or at home need to be accounted for and properly inventoried. Written documentation must be filed which includes a statement about WHY the computer is being used.
 - ✓ Any computer that is going home with a faculty or staff member is intended to be primarily used for work-related purposes.

SOFTWARE COMPLIANCE

© Understanding the Copyright Act

The U.S. Copyright Act, title 17 of the US Code, automatically protects software from the moment of its creation and fixation in tangible form. Except for the rights to (i) copy the software onto a single computer and (ii) make "another copy for archival purposes only," which are provided for in the act (Section 117), any other use without the permission of the copyright owner is prohibited.

The Act goes on to state that "anyone who violates any of the exclusive rights of the copyright owner. . . is an infringer of the copyrighted work" (Section 501) and proceeds to list several penalties for this infringement, which include liability for damages suffered by the copyright owner plus any profits of the infringer that are attributable to the copying, or statutory damages of up to US\$100,000 for each work infringed. The unauthorized duplication of software is also a federal crime if done "willfully and for purposes of commercial advantage or private financial gain," and criminal penalties include fines of as much as US\$250,000 and jail terms of up to five (5) years.

WHAT IS SOFTWARE PIRACY?

Software piracy is the unauthorized copying, reproduction, use, or manufacture of software product(s) protected by U.S. and international copyright law. On average, for every authorized copy of computer software in use, at least one unauthorized or "pirated" copy is made. In some countries, up to 99 unauthorized copies are made for every authorized copy in use. Software piracy harms all software companies and ultimately you, the end user. Piracy results in higher prices for duly licensed users, reduced levels of support, and delays in the funding and development of new products, causing the overall selection and quality of software to suffer.

Piracy harms all software publishers, regardless of their size. Software publishers spend years developing software for the public to use. A portion of every dollar spent in purchasing original software is funneled back into research and development so that better, more advanced software products can be produced. When you purchase pirated software, your money goes directly into the pockets of software pirates instead.

Software piracy also harms the local and national economies. Fewer legitimate software sales result in lost tax revenue and decreased employment. Software piracy greatly hinders the development of local software communities. If software publishers cannot sell their products in the legitimate market, they have no incentive to continue developing programs. Many software publishers simply won't enter markets where the piracy rates are too high, because they will not be able to recover their development costs.

WHAT ARE THE DIFFERENT TYPES OF SOFTWARE PIRACY?

There are five basic forms of software piracy, and all are damaging both to the software publisher and to you, the end user. The five basic types of piracy are:

Softlifting: This form of piracy occurs when extra copies of a program are made within an organization for employees to use. Swapping disks among friends and associates is also included in this category.

Hard-Disk Loading: Some computer dealers load unauthorized copies of software onto the hard disks of the computers they offer for sale, as an incentive for an end user to purchase a computer from that particular dealer.

Counterfeiting: This is the illegal duplication and sale of copyrighted software, often in a form designed to make the product appear legitimate. Software counterfeiting can be very sophisticated, including significant efforts to replicate packaging, logos, and anti-counterfeiting techniques such as holograms. It can also be unsophisticated, consisting of inferior or hand-written labels, with disks folded into a plastic bag and sold on street corners. In any form, software counterfeiting is very damaging to both the software developer and legitimate end users.

Bulletin Board (BBS) Piracy: This form of piracy occurs when users connected via a modem to a public, semi-private electronic bulletin board or the Internet download copyrighted software. This should not be confused with sharing public-domain software or providing "shareware." Shareware is software that may or may not be copyrighted but is generally offered for little or no charge by the author for nearly unrestricted use, including copying or sharing with others.

Software Rental: This is where software is illegally "rented" to end users who, typically, permanently copy the "rented" software onto their computer's hard disk and then return the copy to the renter. There are three types of software rental piracy: product rented from a retail outlet for use on the renter's home or office computer; product rented through mail order "clubs"; and products installed on computers which are in turn rented for temporary use. However, in some cases, a publisher may authorize a company to rent or lease computers on which their products are installed. In those cases, the company is required, as part of the rental or lease agreement, to have the renter agree to the terms of the end-user license agreement for the software.

OEM Unbundling: This is a situation where software that came bundled with a specific system is removed and loaded on another system. In general bundled software cannot be transferred between systems.

APPENDIX D

Teaching and Learning Department Contact Information

Person	Phone/ Office	Email	For:
Renee Booker	852-6432 Rm. 255	srbook01@gwise.louisville.edu	Course evaluations
Linda Leake	852-4332 Delphi Center	Linda.leake@louisville.edu	BlackBoard, distance education technical questions
Paula Gordon	852-6431 Rm. 255	phgord01@gwise.louisville.edu	Alternate class meeting location; syllabi
Katie Hunt	852-1360 Rm. 201F	Katie.hunt@louisville.edu	LIVETEXT assistance
Ann Larson	852-6044 Rm. 124	Ann@louisville.edu	Interim Department Chair
Quentin Hunter	852-6421 Rm. 158	Qbhunt01@gwise.louisville.edu	EDSP courses
Linda Mulligan	852-6438 Rm. 201	linda.mulligan@louisville.edu	ERTC equipment, reserving computer labs
Jenny Bay- Williams	852-0561 Rm. 259	jmbayw01@louisville.edu	Assistant Chair
Kathy Redman	852-0571 Rm. 253	kat@louisville.edu	Employment, pay, contracts

APPENDIX E

COMPRESSED (ZIPPED) FOLDERS OVERVIEW

Folders that are compressed using the Compressed (zipped) Folders feature use less drive space and can be transferred to other computers more quickly. You can work with a compressed folder and the files or programs it contains just as you would an uncompressed folder.

Once you have created a compressed folder (identified by the zipper on the folder icon), you can compress files, programs, or other folders by [dragging](#) them to it. You can open files directly from compressed folders, or you can [extract](#) files before opening them.

You can run some programs directly from zipped compressed folders, without decompressing them. However, to run programs that are dependent on other files, you must first extract them.

Compressed folders can be moved to any drive or folder on your computer. You can also share zipped compressed folders with other users, even if they use a different file compression program.

You can protect zipped compressed folders with a password. This protects your data if you save it in a shared network folder, attach it to an e-mail message, or move it between work and home on floppy disks.

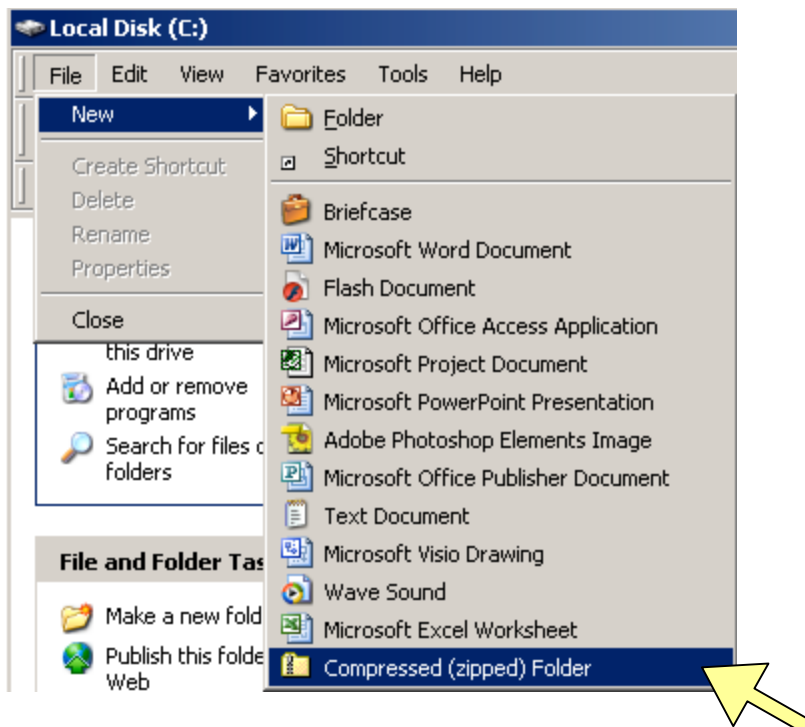
Note: Installing a different compression program to Windows will remove Compressed (zipped) Folders from the right-click menu choices and replace it with the new compression program's icon.

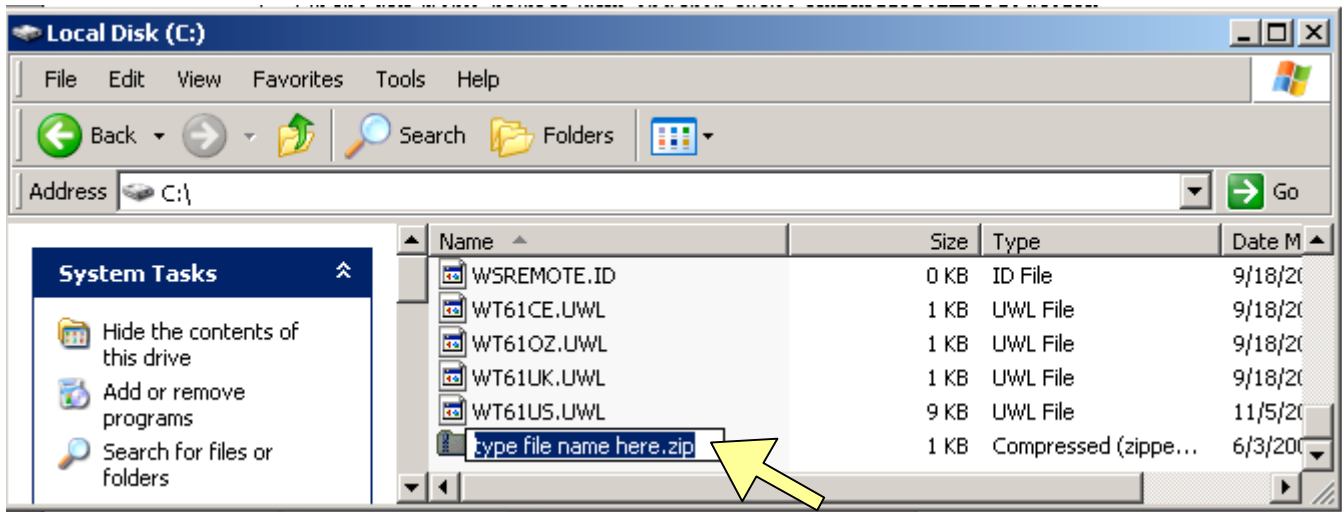
To create a zipped compressed folder

1. Open [My Computer](#).
2. Double-click a [drive](#) or **folder**.
3. On the **File** menu, point to **New**, and then click **Compressed (zipped) Folder**. **OR**

Right click on desktop.

Click on **New** and then click **Compressed (zipped) Folder**.





4. Type a name for the new folder, and then press **ENTER**. (leave the .zip file extension ex name your file my file.zip)

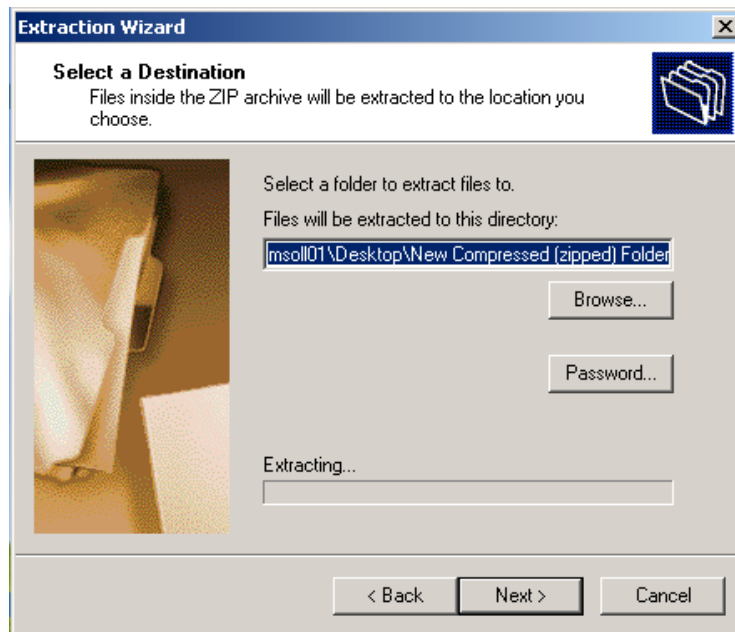
To add files to a zipped compressed folder

1. Open [My Computer](#), and then locate the compressed folder.
2. [Drag](#) files to the compressed folder to compress them.

To extract files from a zipped compressed folder

1. Open [My Computer](#), and then locate the compressed folder.
2. Do one of the following:
 - o To [extract](#) a single file or folder, double-click the compressed folder to open it. Then, [drag](#) the file or folder from the compressed folder to a new location.

To extract all files or folders, right-click the compressed folder, and then click **Extract All**. In the Compressed (zipped) Folders Extraction Wizard, specify where you want to store the extracted files.

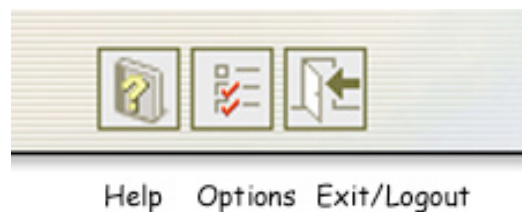
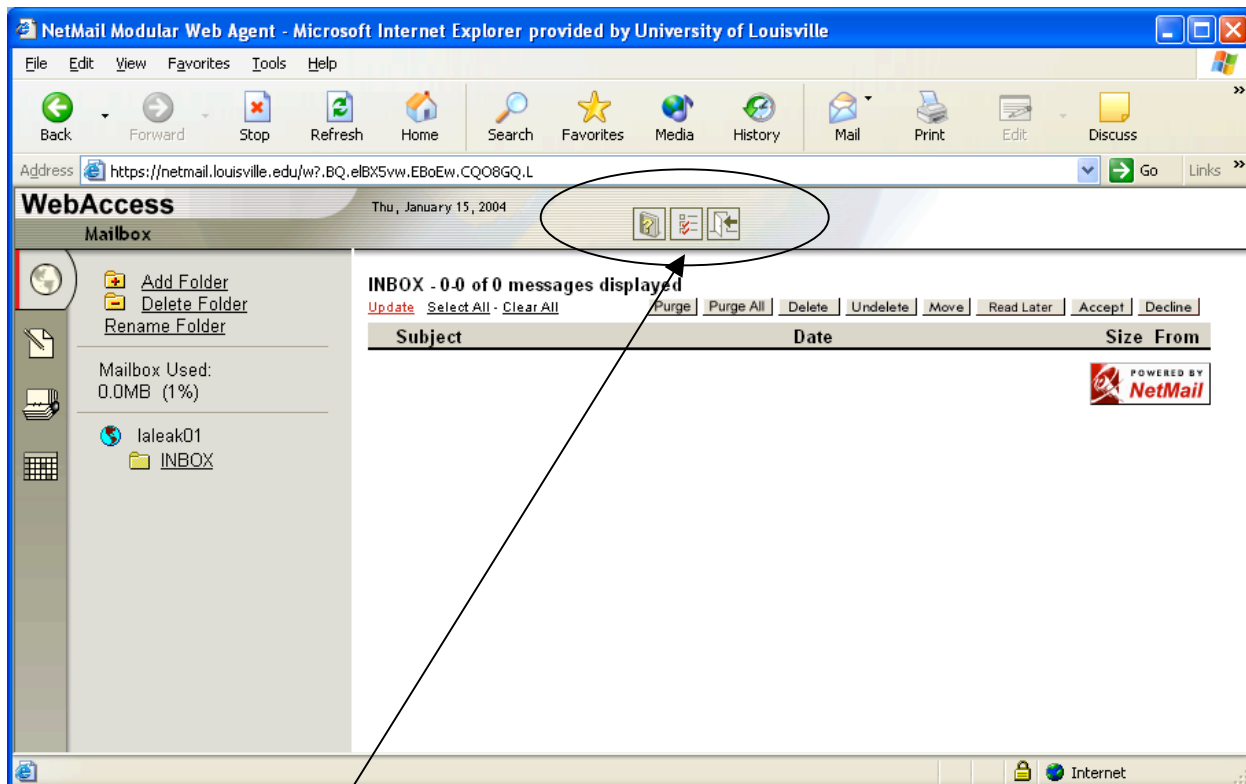


APPENDIX F

Forwarding Netmail

STEP 1: LOGIN TO NETMAIL AT [HTTP://NETMAIL.LOUISVILLE.EDU](http://netmail.louisville.edu)

(this uses the same id and password as Blackboard and Ulink)



Once you login your screen should appear as depicted in the larger image. The arrow is pointing to the help, options and exit buttons.

To set your forwarding on this account, follow the following steps.

Step 2: Click the “Options” Button. That screen appears below in the larger image.

Options - General Settings

General Settings MailBox Management **Rules** Proxy Settings

WebAccess Settings

Timeout: Minutes

Reply to:

Default Charset: ▼

Language: ▼

Select Template: ▼

Messages per Page: ▼

Address Book Settings

Public LDAP Server:

Privacy: ▼

Time and Date Settings

Time Zone: ▼

Short date format: ▼

Long date format: ▼

Time format: ▼

First day of week: ▼

< Management **Rules** Proxy Settings

Step 3: Click on “Rules” button:

Options - Rules

General Settings MailBox Management **Rules** Proxy Settings

Activate Rule Name

Create new rule

Type : Move To CC To Delete **Forward To**

Save Close

Your screen will appear as above.

Step 4: To create your forward, click on the “Forward to” button (shown in the circle above).

Options

General Settings MailBox Management **Rules** Proxy Settings

If From

Contains

Forward To:

Stop processing on match

Save Close

Your screen will then appear as above.

Step 5: On the first line with the arrow on the right choose “Apply to all messages” and in the “Forward to” box type in the email address in which you wish to receive your campus mail. (Shown below)

Options

General Settings MailBox Management **Rules** Proxy Settings

If: Apply to all Messages ▼

Contains:

Forward To: your home email here

Stop processing on match

Save Close

Step 6: Press “Save” button. Your screen will then appear as below:

Options - Rules

General Settings MailBox Management **Rules** Proxy Settings

Activate	Rule Name	
<input checked="" type="checkbox"/>	For all messages then forward to laleak01@gwise.louisville.edu	Delete

Create new rule

Type : Move To CC To Delete Forward To

Save Close

Step 7: Press “Close” button and you will be returned to your net mail inbox. You can then click the “Exit” button to leave Netmail.

APPENDIX G

Syllabus Format Guidelines

SYLLABUS GUIDELINES

FOR COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT AND GRADUATE SCHOOL

(Modified to include information needed for Self-Study and NCATE review)

- **Course Name and Number (Credit Hours)**
- **Instructor's Name, Office Hours, Phone and/or E-mail Address**
- (official) **Catalogue Description, Including Prerequisites**
- **Course Purpose**
- **Required Readings, Text** (list LiveText)
- **Relevant Professional Standards Met by Course** (List how they're met--for example, reading, assignment #, activity #)
- **Course Objectives** (Describe what students will know &/or be able to do; indicate which standards and indicators each meets)
- **Conceptual Framework Summary**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry**, and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

- **Relationship to Conceptual Framework (narrative)**

(Faculty will write a brief narrative explaining how the CF applies to the course and program; use the course description, program standards, and learner objectives to complete this section)

- **Content** (brief list of content taught)
- **Course Requirements** (description of assignments, noting the standard(s) & indicator(s) each assesses; indicate which is the hallmark; points/percent for each)
- **Graduate Student Requirements (for 500 level courses)**
- **Criteria for Determination of Grade** (1. value/weight (points or percent) of each assignment; 2. correspondence of points/% to letter grades (e.g., 90-100% = A); 3. hallmark assessment rubric; rubric/scoring guide for major assignments)
- **Bibliography** (current; for further student reference; not more than 1 pg.)
- **Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

- **CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their

belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

- **Technology Expectations (except physical education activity courses)** (add more if appropriate to course)

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Electronic submission using LiveText for some assignments is required.

- **Plagiarism Statement:**

Representing the words or ideas of someone else as one's own in any academic exercise.

An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

- **Date Prepared and by Whom**

APPENDIX H

Instructor Justification Form

Name of Instructor		SSN or UofL ID		
School/Department	CEHD/EDTL			
Date teaching assignment to begin				
Course Being Taught				
Highest Degree Attained and Discipline				
Transcript of Highest Degree (Attached):	<input type="checkbox"/>	Curriculum Vitae/Resume (Attached):	<input type="checkbox"/>	
Verification of Graduate Faculty Status (Attached; only necessary for teaching a graduate course):				<input type="checkbox"/>

PROFESSIONAL QUALIFICATIONS CHECKLIST AND WRITTEN JUSTIFICATION FOR THE EXCEPTION

Check one or more of the following and complete a written justification in the comments section. The written justification must be related to the specific course being taught.

All qualifications must be supported by documentation to be maintained in Office of the Dean.

<input type="checkbox"/> Degree in another discipline	<input type="checkbox"/> Lower degree in teaching discipline
<input type="checkbox"/> Work experience in field	<input type="checkbox"/> Teaching experience in field
<input type="checkbox"/> Specialized training in field	<input type="checkbox"/> Professional licensure/certification
<input type="checkbox"/> Funded grants in field	<input type="checkbox"/> Honors and awards (related to field)
<input type="checkbox"/> Published/presented research or creative activity in field	

Comments:

Chair/Department Head Signature	Date
Dean's Signature	Date

APPENDIX I

Graduate Faculty Status

The department chair will need to request graduate faculty status for you, so that you are allowed to teach graduate students. There are two things she needs from you to help her complete that process: a current vita and a letter. Please see the letter below which is a sample of what she will write, with the input you supply. This is the time to brag about yourself - particularly any research background, using the sample as a template. Send her both the letter draft and copy of your vita/resume as soon as possible so she can work on achieving graduate status prior to your teaching for fall. Send to Ann@louisville.edu.

May 29, 2012

To: Blake Haselton, Interim Dean, CEHD

From: Ann E. Larson, Interim Chair, Department of Teaching and Learning

Re: Graduate faculty appointment for _____, (PhD/M.Ed./Ed.S.)

I am requesting that _____, a Part-time Lecturer, be given an appointment to the graduate faculty so he/she can teach courses in our graduate program.

S/he has earned (M.Ed./Ed. Specialist/Ph.D./Rank I) from (university) with specialization in ____ (If not obvious, show the connection to the area in which you will be teaching, i.e., Educational Leadership *with a focus on Leadership in the Early Childhood field*. If you completed a dissertation or master's thesis related to your field, include the title or focus of that work.)

Describe work experience relevant to your area, e.g. founded and directed an accredited/award-winning child care facility for 15 years; leadership positions such as district-level supervisor or coordinator; awards you have won; research or evaluations you have conducted; grants you were awarded; invited or refereed presentations you have made at regional, national, or international professional association conferences.

Describe articles, books, curriculum materials, technology materials or applications, and other resources you have published; where and when these were published; whether they had to go through a peer-review process to be accepted, etc.

Below are samples from letters written about and for new assistant professors at UofL seeking graduate faculty appointment. See if they suggest ideas for you, and note how you might be able to describe your experiences.

_____ was a doctoral student at University of North Carolina – Chapel Hill and worked with nationally recognized science educators. In alignment with current national science education reform philosophy, _____ is active in research and applications related to teaching 7-12 science in an inquiry-oriented manner. He conducted research in his own high school science classroom to investigate the impacts of inquiry-oriented teaching compared to more traditional forms of teaching. He has been active in publishing articles in national practitioner-oriented journals espousing practical approaches to implementation of inquiry teaching in the science classroom. In addition, he has made a number of presentations at various peer-reviewed conferences on this theme. As a university instructor of experienced teachers pursuing a Masters degree in science education, he has taught, modeled, and mentored teachers in using a Project-Based Science approach (one form of inquiry instruction) for teaching science in K-8 classrooms.

Other research conducted by _____ focused on student cognition in the context of science learning. He conducted research into the results of bringing cutting-edge science tools from the emerging field of _____ into 7-12 science classrooms. Strands of this research include: student cognition of the unifying theme of scale across science disciplines; outcomes related to different modalities of sensory input (visual, auditory, and haptic – involving the sense of touch) in science explorations; impact of advanced microscopy techniques and tools on grades 7-12 students' scientific explorations; and affective and attitudinal interactions of 7-12 students with practicing scientists. An important underlying aspect of this research is the usefulness of the interdisciplinary nature of nanoscience as a vehicle to enhance the coherence and connectivity of the science curriculum perceived by 7-12 students – a significant focus for current science education reform.

_____ contributed to the profession in his scholarly writing. She has co-authored a book, _____ *along with* three articles published in peer reviewed journals. She is currently revising an article on teacher beliefs about calculators for resubmission. She recently presented the Early Childhood Mathematics project research with _____ at the AERA conference in Chicago, 2003.

_____ has presented her ideas and strategies for teaching mathematics for twenty local and national audiences.

_____ 's experiences in research, scholarship, teaching and learning complement the mission of our metropolitan university and qualify him to work with our graduate and undergraduate students.