

SYLLABUS GUIDELINES 2023

1. Course Name and Number (Credit Hours)

NOTE: If your course is a Culminating Undergraduate Experience Course (CUE), the course name must include "CUE". If you are unsure if your course is a CUE, contact your program coordinator.

2. Instructor's Name, Pronouns, Office Hours, Phone and E-mail Address

3. Catalog Description, Including Prerequisites

Use the exact wording from the catalog

4. Course Purpose

5. Required Resources (Technology, Textbooks and/or Readings)

6. CEHD Diversity Statement

The College of Education and Human Development is committed to the promotion of antiracism. Diversity, equity and inclusion is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. The CEHD has zero tolerance for discrimination of any kind (racism, sexism, classism, homophobia, ageism, ableism, xenophobia, etc.). 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, military status, etc.) related to their chosen fields. Students will examine critically how issues of equity, inclusion, and belonging apply to and affect theory, sociological issues, and current events (discrepant outcomes in education, hiring practices, and daily operations) in a variety of areas. Students will be encouraged to identify and challenge their belief systems that are often rooted in larger systems that perpetuate injustices and be encouraged to reexamine and develop more critical perspectives and practices regarding equity and inclusion. By grounding their practices in these critical perspectives, students will learn to be empowered and informed leaders in their fields whose actions reflect this commitment to equity and inclusion. Students experiencing harassment and discrimination in the college should report this behavior through the Climate Accountability Reporting System via the CEHD website or to the CEHD Assistant Dean of Diversity, Equity, & Inclusion.

7. CEHD Conceptual Framework

Our [College Conceptual Framework](#), *Ideas to Actions*, focuses on three guiding constructs – inquiry, action, and advocacy. These ideas shape our courses and programs to ensure that you are well prepared for your professional pursuits.

8. Student Learning Outcomes and Relevant Professional Standards Met by Course

Note: As a SACS requirement, all syllabi must have a section titled "Student Learning Outcomes" (SLOs) and list the learning outcomes that are also identified in the program's annual SLO Reports. For CEHD, our SLOs are also our Professional Standards."

- List SLOs/Professional Standards and how they are met--for example, reading, assignment #, activity #
- **For Teacher Preparation Courses Only:** As a Senate Bill 1 requirement, include a statement about meeting the Kentucky Academic Standards such as:

Student work related to academic content for K-12 students is based on the Kentucky Academic Standards:
<http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>

9. Course Objectives

Describe what students will know and/or be able to do; indicate which standards/indicators each objective meets.

10. Course Content and Requirements

Description of assignments, noting the standard(s) and/or indicator(s) each assignment assesses; Indicate which is the **Hallmark Assessment Task** (HAT))

Note: If teaching a 500-level undergraduate course, provide specific additional requirements for graduate students

11. Criteria for Determination of Grade

Include:

- Point and percent value of each assignment;
- Correspondence of total points to letter grades; and
- HAT rubric

12. 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.

- 13. Title IX/Clery Act Notification:** Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide: <http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>.

14. Bibliography

15. Date Prepared and by Whom

Additional Recommended Content
(as it applies to your course and program)

RESOURCES

CEHD Wellness Nook. The [Wellness "Nook"](#) , a corner or recess, especially one offering seclusion or security, is a safe space for wellness of the mind, body and spirit to flourish. Individuals and groups are empowered to identify problems, form plausible solutions, establish goals and create desired change.

Minding your Well-being. Your well-being is of critical importance! This includes getting a good night's sleep, having enough to eat, and other resources. If you are having any difficulties with necessities, UofL has resources to assist you. The [Cardinal Cupboard](#) in SAC W312 offers free food items, in addition to some household and toiletry items. A [Student Success Coordinator](#) in the Student Success Center can work with you individually to provide guidance and support, and connect you to resources when you are experiencing any academic, financial, or personal difficulties. And the [UofL Concern Center](#) offers a searchable web site to address a wide range of concerns you may have. Please reach out to me or to one of these great resources if you find yourself in need at any time during this course or after.

Foliotek Support. Foliotek is a web-based portfolio system wherein students post their Hallmark Assessment Tasks (HATs). The College offers [Foliotek instructions and support](#) web site to answer your questions or to help you troubleshoot problems you may have.

POLICIES

Academic Integrity. All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

Academic Dishonesty. The University of Louisville pursues excellence in its work to educate and serve its community with integrity. [Academic dishonesty](#) is prohibited at the University of Louisville because it diminishes the quality of scholarship, prohibits independent thought that is essential to intellectual growth and development, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]
- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]. The Writing Center offers guidance on [how to avoid plagiarism](#).
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] ([UofL Code of Conduct, Section 5](#))

For pre-professional teacher education course syllabi, add this statement:

Students who are not yet admitted to the teacher education professional program may jeopardize their chances for admission, since instances of academic dishonesty is part of the admission process. Students must sign a Professional Code of Ethics for Kentucky School Personnel (704 KAR 20:680) which states that teachers (1) shall exemplify behaviors which maintain the dignity and integrity of the profession and (2) shall not knowingly falsify or misrepresent records of facts relating to the educators or those of other professionals.

COVID-19. As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University: <https://louisville.edu/coronavirus>

State Authorization or Student Fees . *Statements about State Authorization and the possible student fees for proctored tests taken in online courses should be included in the syllabus and Schedule of Courses course listing when appropriate. The number of exams/projects that will be proctored should be listed along with the following statement:* "Students may incur a fee depending on the proctor selected or if a webcam is required."