

SYLLABUS GUIDELINES

FOR COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT AND GRADUATE SCHOOL (Modified to include information needed for Self-Study and CAEP review; updated 7/8/2015)

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, Office Hours, Phone and E-mail Address**
3. **Catalogue Description, Including Prerequisites** (25-30 word limit for description)
4. **Course Purpose**
5. **Required Readings, Texts** (list LiveText)
6. **Student Learning Outcomes and Relevant Professional Standards Met by Course** (List how they're met--for example, reading, assignment #, activity #)

As a SACS requirement, all syllabi must have a header that says "Student Learning Outcomes" and identify learning outcomes that are aligned with the Student Learning Outcomes identified in the program's annual SLO (Student Learning Outcomes) reports. The college has decided that adding the "Student Learning Outcomes" header to the "Relevant Professional Standards Met by the Course" section will fulfill this requirement.

7. **Relevant state standards met by course** (required only for programs that have state standards)
8. **Statement of meeting the Kentucky Common Core Standards (teacher preparation courses only).** As a Senate Bill 1 requirement, syllabi for teacher preparation courses must carry a statement similar to the following:

Student work related to academic content for K-12 students is based on the Kentucky Core Academic Standards:
<http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx>

9. **Course Objectives** (Describe what students will know &/or be able to do; *indicate which standards and indicators each meets*)

10. **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 positive difference

11. 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)

12. Content

13. Course Requirements (description of assignments, noting the standard(s) & indicator(s) each assesses; indicate which is the Hallmark Assessment Task (HAT); points/percent for each)

14. Graduate Student Requirements (for 500 level courses)

15. Criteria for Determination of Grade (1. point/% value of each assignment; 2. correspondence of points/% to letter grades; 3. hallmark assessment rubric; rubric/scoring guide for major assignments)

16. 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.

17. 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, military status, 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.

18. Title IX/Clery Act Notification (Must be added to all syllabi by July 1, 2015)

Sexual misconduct (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>).

19. Technology Expectations (except physical education activity courses) (add more if appropriate to course):
All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., work samples or portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at www.livetext.com or from the University bookstore. Information about LiveText and how to purchase an account are available at <https://louisville.edu/education/livetext>.

20. 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.

21. Academic Integrity and Dishonesty Statement (teacher preparation program only).

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 is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating*
- Fabrication*
- Falsification*
- Multiple Submission [the same assignment should not be submitted for more than one course]*
- Plagiarism*
- Complicity in Academic Dishonesty" (UofL Student Code of Conduct)*

[Students who are not yet admitted to the teacher education professional program may jeopardize their chances for admission, since instances of academic dishonesty will be considered as part of the admission process. To apply to any teacher certification program, students must review and sign the 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.]

http://louisville.edu/undergradcatalog/versions/15_16_catalog.pdf#pagemode=bookmarks&toolbar=true
Page 36 UofL Code of Student Conduct

*Please note that the last **bracketed paragraph** of the above text is intended for pre-professional course syllabi. Instructors of students who are admitted to a teacher education program may elect to remove the bracketed text. Thus, removal of the bracketed text would be at the instructor's discretion.*

22. Bibliography (current; for further student reference)

23. Hallmark Assessment Task (HAT) Assignment (include the categories of purpose, process, product, and rubric).

24. Hallmark Assessment Task (HAT) Rubric

25. Date Prepared and by Whom

Syllabus in Blackboard: Each semester, instructors are responsible for loading a syllabus for each course they teach into the Blackboard shell. Follow the instructions in the video at the following link to ensure correct naming and loading of the syllabus to Blackboard:

<https://louisville.campuspack.net/Groups/BLACKBOARD BLOG/Blackboard 9.1 Instructor Help/Add a Syllabus to Your Course>