

SYLLABUS GUIDELINES
FOR COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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**
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 Academic 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 Academic Standards:
<http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.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. Bibliography (current; for further student reference)

17. Face Coverings/Masks in Classrooms

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Spring 2021, this includes:

- 1) wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained.
- 2) staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional.
- 3) practicing good hygiene and responsibility for one's own surrounding.
 - a. Cover sneezes and coughs
 - b. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available
 - c. Wipe down frequently touched surfaces
 - d. Maintain 6 feet physical distancing when possible

Faculty have the responsibility to help students meet these recommendations by:

- 1) allowing for remote participation in class when necessary and practicable
- 2) allowing students absent for reason of illness to make up missed work and not penalize students for these absences
- 3) not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
- 4) Notifying Danny Cradic (daniel.cradic@louisville.edu) when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

18. 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.

19. 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.

20. 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>).

21. 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.

22. Academic Integrity and Dishonesty Statement (teacher preparation program only). See Appendix A for the text to include in the syllabus.

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

24. Hallmark Assessment Task (HAT) Rubric

25. Foliotek Electronic Assessment System (EAS)

Foliotek is a web-based system designed to contain portfolios of courses and the required Hallmark Assessment Tasks (HATs) identified on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources are located on the College's Foliotek website, www.louisville.edu/education/foliotek. These include step-by-step instructional guides and video tutorials. You can also access the "Resources" and "Help" areas in Foliotek to find support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

You are not charged for the use of Foliotek.

Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.

You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.

After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assessments/HATs. The process for uploading was simplified during the Fall 2020 semester. More information about using Foliotek is on the CEHD's Foliotek website: <http://louisville.edu/education/foliotek/students>

You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s) to other websites or cloud servers (e.g., OneDrive, Google Docs), PDF files, video files, etc. Directions are provided on the College's Foliotek website, <http://louisville.edu/education/foliotek/students>

If there is an issue with the system, you can click on "Resources" or the "Help" link at the top of the Foliotek dashboard for technical support from Foliotek via email, live chat, or toll-free phone number (1-888-365-4639).

The CEHD contacts for local/onsite assistance with assignments are foliotek@louisville.edu or 502-852-1360. Note that some technical issues are only supported by Foliotek (the service provider).

26. Course Technology Requirements (in addition to Foliotek)

Include any technology requirements for the course, such as use of specific software or equipment, not usually required for courses.

27. Date Prepared and by Whom

An additional note: 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 fees depending on the proctor selected or if a webcam is required."

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Appendix A

Academic Integrity and Dishonesty (*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 [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]
- Complicity in Academic Dishonesty” [Helping or attempting to commit an academically dishonest act] ([UofL Code of Conduct, Section 5](#))

[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.] *

*Please note that the last bracketed paragraph (above) 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.

Undergraduate Catalog link: <http://louisville.edu/undergraduatecatalog>

Graduate Catalog link: <http://louisville.edu/graduatecatalog>

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