

SYLLABUS GUIDELINES

Updated Fall 2022

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 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. 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.

8. Relevant state standards met by course (*required only for programs that have state standards*)

9. 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>

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

11. 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

12. 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)

13. Course Content

14. 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)

15. Graduate Student Requirements (for 500 level courses)

16. 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)

17. Bibliography (current; for further student reference)

18. 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>

19. 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.

20. 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>.

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

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 and/or the courses in which they enroll. Students may be assigned more than one portfolio.

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.
- The process for uploading coursework in Foliotek 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).
- For CEHD assistance, email foliotek@louisville.edu or call 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

Possible Additions:

1. Minding your Well-being

Your well-being is of critical importance! This includes getting a good night's sleep, having enough to eat, and being able to get to where you need to go. If you are having any difficulties with these basic necessities, remember that UofL has resources to assist you. For food items, in addition to some household and toiletry items, you can go to the [Cardinal Cupboard](#) pantry in SAC W312. Additionally, a Student Success Coordinator in our Student Success Center can work with you individually to provide guidance and support, and connect you to resources, if you're experiencing any academic, financial, or personal difficulties. And finally, you can find support and resources via the [UofL Concern Center](#). 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.

2. 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 fees depending on the proctor selected or if a webcam is required."

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>