



2020-2021 Teaching and Learning Career Pathway/ Dual Credit

Instructor Guide

Contact:

Amy S. Lingo
Interim Dean
P: 502.852.0563
Email: amy.lingo@louisville.edu

Katie Niehaus
Accreditation Specialist
P: 502.852.4530
Email: katie@louisville.edu

Janet Spence
Director, Strategic Program Success Initiatives
P: 502.852.4356
Email: janet@louisville.edu

College of Education & Human Development
University of Louisville
Louisville, KY 40292
P: 502.852.6411

TABLE OF CONTENTS

	PAGE
Welcome from Interim Dean Lingo	1
What is the Teaching and Learning Career Pathway?	2
How To Become An Instructor.....	3 - 5
Approved Courses.....	6
Assessments and Required Field Placment Records.....	7
Non-Negotiable Course Content.....	8 - 11
Syllabus Guidelines	12 - 16
Posting Syllabi to Blackboard.....	17 - 23
Posting Assessments in LiveText	24
Posting Grades to PeopleSoft.....	25
Helpful UofL Links and Phone Numbers	26
Appendix A: Instructor Justification.....	27-29
Appendix B: Professional Code of Ethics for Kentucky Certified Personnel.....	30
Appendix C: Record of Field Experiences Log Sheet.....	32
Appendix D: Documentation of Field Placement Sites.....	33

Welcome from Interim Dean Amy S. Lingo

We are excited that you are interested in becoming a part-time instructor at the University of Louisville as part of the Teaching and Learning Pathway for Aspiring Educators (or Dual Credit)! Being a teacher is one of the most rewarding and fulfilling jobs. Our faculty at the College of Education and Human Development are passionate about their work with Pre-K-12 schools preparing new teachers, and supporting advanced teachers. We hope that as adjunct faculty you will share that passion, too!

The Teaching and Learning Pathway provides a unique opportunity for you to provide your high school students with the opportunity to learn about teaching styles and evidence-based practice, laws impacting schools, creating a rich classroom community, using technology in teaching, assessing student learning, working with students from diverse groups and a variety of abilities, and much more. Your students will look to you as a leader and mentor in the classroom. I was a middle school teacher for students with disabilities before beginning a career with the university. My students and I learned from each other as we worked through new lesson plans and navigated the daily life and challenges of middle school. Teaching is an impactful career choice and teachers do so much to make our world a better place and to contribute to democracy and civic life in our nation. We need you to pass on your love for teaching to a new generation of educators!

We are here to assist you. Please contact us if you have any questions about teaching in the Teaching and Learning Pathway. Thank you for your commitment and efforts.

Sincerely,



Amy Sheerer Lingo, Ph.D.
Interim Dean and Professor, College of Education and Human Development
amy.lingo@louisville.edu
502-852-3235

What is the Teaching and Learning Career Pathway?

In collaboration with the Kentucky Department of Education (KDE), the University of Louisville (UofL), College of Education and Human Development (CEHD) provides high school students the Teaching and Learning Pathway in Kentucky high schools. This pathway provides high school students an opportunity to enroll in college-level courses that introduces them to teaching. This Career Pathway allows students to explore teaching as a career before graduating from high school.

Students in the pathway have opportunities to observe and work with children in classrooms. Students will design and plan lessons, while learning about varying teaching styles, policies that have shaped education, and laws impacting schools. They will also understand the importance of creating a positive classroom community, and how to address the needs of diverse learners, and much more.

While in grades 9 through 12 students may complete three classes, or nine credit hours, that can apply toward a bachelor's degree in elementary education or middle and secondary education at the University of Louisville. In addition, the first course, EDTP 201, The Teaching Profession, also meets a UofL general education requirement in the social and behavioral science area.

The Teaching and Learning Career Pathway familiarizes students with teaching as a profession, and catapults their college education at an economical tuition rate substantially lower than current tuition rates at higher education institutions in Kentucky and other states.

UofL is accredited by the Southern Association of Colleges and Universities and as a result the course credit earned could be transferrable to other accredited colleges and universities.

Participating Instructors

Teacher/Instructor Eligibility

If interested in teaching dual credit courses through UofL, one must have earned a Master's degree in the content area or a Master's degree in any area with at least 18 credit hours in the content to be taught. Final approval of the application to teach a dual credit course rests with the UofL College of Education and Human Development (CEHD). The teacher must be approved as an adjunct instructor for UofL before teaching any dual credit course. The UofL dual credit faculty liaison will schedule a site visit to observe your classroom teaching.

Becoming an Instructor

1. Review the syllabus and this Instructor's Guide about the Teaching & Learning Pathway and the course or courses you are interested in teaching.
2. Review the Teacher Eligibility Requirements.
3. Contact Katie Niehaus, or your school principal or guidance counselor to confirm whether your school is a UofL partner.
4. Complete the part-time instructor justification form (**Appendix A**) and submit it along with copies of an official transcript of your highest degree and a current resume/CV to:
Katie Niehaus
College of Education & Human Development
Suite 124
University of Louisville
Louisville, KY 40292
5. UofL will review your application materials in order to validate your credentials to teach the dual credit course. You will be notified only if there is a problem with the application; otherwise, you should consider yourself approved.

As support for instructors, CEHD will provide a required training course on the UofL Belknap campus. For more information, contact Katie Niehaus at katie@louisville.edu.

Once approved as an instructor you will be provided with a sample syllabus for the course you will be teaching. Instructors should revise this sample as appropriate (see Syllabus Guidelines on page 10) and submit a copy of the revised syllabus to katie@louisville.edu. *All syllabi must be posted to blackboard.* Katie can either assist you in posting the syllabus to Blackboard (see instructions on page 15) or, at your request, she can post the syllabus for you.

Instructors will be reviewed on an annual basis by the UofL faculty liaison and/or a faculty member. This review will include observation of the dual credit classroom, curriculum review, and a sampling of their students' work. Teachers who become adjunct instructors in order to teach dual credit courses may receive tuition remission for themselves, as funds are available.

Curriculum

Course materials, textbooks, and assignments will follow the UofL course design, objectives, and assessment outcomes (see Course Content on page 7). Curriculum alignment between district

representatives and UofL personnel will ensure that the dual credit high school class is equivalent to the University course content. UofL faculty reserves the right to determine which courses are eligible for dual credit and the imperative course content.

Credit

Students enrolling in and completing a dual credit course will have a UofL college transcript created; students will be eligible to order an official UofL transcript that includes the grade for the course. The grade will be recorded on their official student record at UofL.

Course Evaluations

Course evaluations are emailed to students' UofL email address one week before the last day of class. Please encourage your students to complete these course evaluations (possibly giving them class time to do so), as this is one of the methods for evaluating part-time instructors as required by the University's accrediting body.

UofL Campus Cards

If you would like to obtain a UofL Campus Card to check out materials from UofL Libraries or ride TARC free of charge, you will need to request an Exception Letter from Katie Niehaus (katie@louisville.edu). Take this letter to the Campus Card Office located on the lower level of the Houchens Building, where a photo ID will be issued.

UofL Accounts

Once approved as a dual credit instructor, Katie Niehaus will send you your UofL User Name and ID Number. The User Name and ID Number is used to access University systems such as:

- 1) Blackboard to post syllabi;
- 2) LiveText to post students' assessments;
- 3) PeopleSoft to post grades; and
- 4) UofL email account.

(Instructions for using Blackboard, LiveText and PeopleSoft are included later in this Guide.)

After you receive your UofL User Name and ID Number, you **MUST** contact the University's Information Technology (IT) Helpdesk at 852-7997 for assistance in setting your password, which will be needed to access all University systems. The IT helpdesk will assist you with all issues regarding your UofL email account. You may also visit their website at www.louisville.edu/it/helpdesk to request assistance.

For assistance with posting syllabi or grades, or general dual credit questions, please contact dualcrdt@louisville.edu or Katie Niehaus (katie@louisville.edu).

For technical assistance with LiveText, contact Manish Sharma (manish.sharma@louisville.edu).

Approved Courses

The following are the approved dual credit sequence of courses.

Please note: EDTP 201 must be completed before EDTP 215 and both EDTP 201 and EDTP 215 must be completed before EDTP 107. If there is an extenuating circumstance where you support a student enrolling in courses out of sequence or concurrently, please prepare an email for the CEHD faculty to consider that includes the extenuating circumstance, and why you believe the student would be successful in completing Pathway courses out of sequence or concurrently. The email should be sent to Janet Spence (janet@louisville.edu)

Prefix	U of L Course Number	Credit Hours	U of L Course Title	Required Field Hours Reported to KFETS*	KDE State Code
EDTP	201	3	The Teaching Profession	18 hours required	331030
EDTP	215	3	Foundations of Instruction	10 hours <i>recommended</i>	331032
EDTP	107	3	Human Development & Learning	15 hours required	331031

Note:

- EDTP 201 also meets a general education requirement (Social & Behavioral Sciences-SB); see Cardinal Core website at <http://louisville.edu/provost/ger/>.
- EDSP 240, Introduction to Exceptional Children, may be taught as an additional fourth course, if there is an instructor with the appropriate credentials to teach it. This course does not require Field Hours.

*Kentucky Field Experience Tracking System (KFETS)

State Regulation 16 KAR 5:040 governs admission, placement, and supervision in student teaching and stipulates that all candidates electronically document 200 hours of fieldwork prior to student teaching. The Education Professional Standards Board (EPSB) has developed an online system, the Kentucky Field Experience Tracking System (KFETS) for candidates enrolled in any course with a field experience component. Please see next page for further explanation.

Assessments and Field Placements

Relevant Materials for Courses with Field Placements: The documents below should be shared and discussed with your students.

Professional Code of Ethics for Kentucky School Certified Personnel (See Appendix B)

Please discuss this document with your students and explain the importance of their abidance to the principles of ethics before any field placements begin.

Record of Field Experiences log sheet (See Appendix C)

Per the Memorandum of Agreement (MOA) between your school/district and the University of Louisville, Article X., Teacher Responsibilities Section a., requires dual credit instructors to oversee their students' completion, documentation (using CEHD observation form), and entering required field experience hours on KFETS (see links below). **Instructors must keep a Record of Field Experiences log sheet (Appendix C) for each student in the course, and submit these logs to Katie Niehaus at dualcrdt@louisville.edu within 48 hours from the last day of the course.** Logs will be stored in the CEHD student files for each dual credit student.

Kentucky Field Experience Tracking System (KFETS)

State Regulation 16 KAR 5:040 governs admission, placement, and supervision in student teaching and stipulates that all candidates **electronically document 200 hours** of fieldwork prior to student teaching. The Education Professional Standards Board (EPSB) has developed an online system, the **Kentucky Field Experience Tracking System (KFETS)** for candidates enrolled in any course with a field experience component.

DUAL CREDIT STUDENTS ARE ULTIMATELY RESPONSIBLE FOR COMPLETING AND REPORTING THEIR FIELD HOURS IN KFETS. The first step is to set up your EPSB account and watch the KFETS tutorial at the links below.

[Set up your EPSB Account](#)

[KFETS Tutorial](#)

Instructors (or district liaisons) should submit documentation on all placement sites associated with the course, and submit this document to Katie Niehaus at katie@louisville.edu within 48 hours of the start of each new course. (See Appendix D)

Non-Negotiable Course Content

Content for EDTP 201:

- The context of education, yesterday and today
- Dispositions expected of teaching professionals
- The impact of current political policy on Kentucky schools, including state/local school organizations and assessments
- Senate Bill 1
- Philosophical foundations of education
- Diversity in the classroom
- Self as teacher, including teaching style
- The life of a teacher and the context in which he/she works; teacher standards and evaluation
- Creating classroom community
- The importance of knowing the students
- Curriculum and Assessment, including how to connect it to students' lives
- Technology infusion as it relates to the teaching profession

Student Learning Outcomes for EDTP 201:

Students will:

1. Demonstrate critical thinking and reasoning skills such as making inferences, evaluating assumptions, etc. by engaging in activities/discussion using the Paul Elder Critical Thinking Framework (see <http://louisville.edu/ideastoaction/about/criticalthinking/framework>);
2. Apply knowledge/theories to analyze and reflect upon qualitative evidence collected through experience in the schools and social contexts in which they observe and participate;
3. Describe the aims of education in historic and contemporary perspectives, responding to multiple points of view on cultural issues as expressed in these different historical, social and cultural contexts;
4. Demonstrate how issues of race, class, gender, and ability influence educational opportunities for students at various ages and in various contexts;
5. Reflect on the school as a public institution and the historical and contemporary context of the teaching profession;
6. Analyze field placements with respect to how theories of learning and development can be applied in various school contexts;
7. Demonstrate observation, qualitative data collection, and analysis skills appropriate to the various field experience settings;
8. Examine the place of social foundations in teacher education; examine educational ideology and teacher professionalization in school and contemporary society;
9. Interpret and analyze perspectives of human learning and development, socio-linguistics, and demography through course readings and discussion;
10. Demonstrate the skills and dispositions of personal inquiry and self-reflection, communicating effectively in speech and writing while respecting others' contributions through appropriate citation.

Content for EDTP 215:

Course Content are aligned with the Kentucky Framework for Teaching and the Kentucky Professional Growth Evaluation System (P.G.E.S.)

Domain 1 Planning and Preparation

- Standards-based curriculum
- Lesson plan design
- Sources of curriculum standards
- Goals and learning objectives
- Bloom's Taxonomy
- Higher order cognitive, affective and psychomotor verbs for writing lesson objectives
- Assessing student learning
- Formative and Summative assessment
- Rubric development
- Lesson Congruence - Alignment of standards, objectives, assessment and instruction

Domain 2 Classroom Environment

Domain 3 Instruction

- Teacher-centered Instruction and Strategies
- Learner-centered Instruction and Strategies
- Differentiated instruction for diverse learners
- Critical Thinking
- Questioning strategies
- Addressing the needs of diverse learners: Accommodations for ELL, GT, ECE, children of poverty, etc.
- Multiple Intelligences

Domain 4 Professional Responsibilities

Student Learning Outcomes for EDTP 215:

Upon successful completion of the course, the teacher student will be able to:

1. Identify a school and construct a contextual framework to develop an understanding of its diverse students and impact it has on designing instruction. (UL 11, InTASC 1, 2)
2. Demonstrate a clear understanding of the instructional thinking required to develop a lesson plan, instructional strategies, procedures, skills, and processes. (KTS 2, InTASC 7, 8)
3. Develop lesson plans, which targets state common core standards, aligning goals, objectives, assessments and instruction activities. (KTS 1, 6; InTASC 4, 5)
4. Develop relevant and measureable objectives for different groups of students (stated as student learning outcomes) that are aligned with standards, goals, assessments and instruction activities. (KTS 2; InTASC 7, 8)
5. Design different forms of formative and summative assessments to guide instruction and measure desired learning objectives. (KTS 2; InTASC 7, 8)

6. Construct varied research-based instructional strategies and activities that are aligned with learning objectives for groups of students, appropriate for the content of the lesson, and contribute to diverse student learning. (KTS 1; InTASC 4, 5)
 7. Design lessons with instructional strategies and activities that incorporate the appropriate use of technology, to make content comprehensible, require multiple levels of learning, and encourage students' development of critical thinking. (KTS 2, 7; InTASC 7, 8, 9)
- Collaborate with peers to design instruction to enhance learning for diverse students. (KTS 8, InTASC 10)

Content for EDTP 107:

Unit I: Major Learning Theories

- Behaviorism
- Social Cognitive Theory
- Piaget's Individual Constructivism
- Vygotsky's Social Constructivism
- Information Processing & Metacognition
- Metacognition & Complex Cognitive Processes

Unit II: Human Development

- Physical and Brain Development
- Self & Social Development
- Moral Development
- Emotional Development
- Language & Literacy

Unit III: Motivation, Individual Differences, & Socialization

- Motivation Theories
- Intelligence & Giftedness
- Culture in Development, Learning, and the Classroom; Racial/Ethnic Identity

Sex & Gender, Gender Identity, Socioeconomic Differences, Stereotype Threat
 Sex & Gender, Gender Identity, Socioeconomic Differences, Stereotype Threat

Student Learning Outcomes for EDTP 107:

Students will be able to:

1. Explain major principles and assumptions of theories of human development and learning (i.e., behaviorism, social cognitive theory, individual and social constructivism, information processing theory) and how they relate to learning across cultural backgrounds.
2. Demonstrate an understanding of major theories of achievement motivation, the role of motivation in learning, and evidence-based strategies for fostering adaptive motivation.
3. Demonstrate an understanding of typical and atypical physical, cognitive, language, literacy, and emotional/social/moral development of children and youth, as well as the role that sex, gender, race, culture, and SES play in development and learning.
4. Demonstrate an understanding of how individual differences in human development affect readiness for learning in children and youth.

5. Synthesize understanding of learning theories and human development and apply this content to the educational needs of students of a certain age through the formulation of a teaching philosophy.
6. Analyze school settings with respect to developmental appropriateness and theoretical perspectives of learning and development.

Syllabus Guidelines

Syllabus Guidelines for College of Education & Human Development and Graduate School

- 1. Course Name and Number (Credit Hours)**
- 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 are 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 and/or be able to do; indicate which standards and indicators each meets)

10. Conceptual Framework Summary

The conceptual framework (CF), *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) and indicator(s) each assesses; indicate which is the Hallmark Assessment Task (HAT); points/percent for each)

14. 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)

15. Bibliography

(Current; for further student reference)

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 re-examine 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. 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.

20. 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 [**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)

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

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 that 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.

- 21. Hallmark Assessment Task (HAT) Assignment**
(Include the categories of purpose, process, product, and rubric).
- 22. Hallmark Assessment Task (HAT) Rubric**
- 23. 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 within three weeks from the start of the course. Instructors may elect to send their syllabi to Katie Niehaus at katie@louisville.edu for posting to Blackboard.

Posting Syllabi to Blackboard

ADDING A SYLLABUS TO BLACKBOARD

A specific process for uploading a syllabus into Blackboard has been implemented by the Office of the Provost to help ensure compliance with SACS accreditation processes.

Create your syllabus with the approved file naming convention as described below.

The syllabus format must be either: .pdf, .doc, .docx, .rtf or .txt

The file name may only contain alpha-numeric characters, dashes (-), and underscores (_). Periods should only be used in front of file extensions (.docx). Spaces should not be used. No other special characters are allowed.

The file name **must** contain the word **syllabus** as a distinct part of the **file name** as indicated in the format example below:

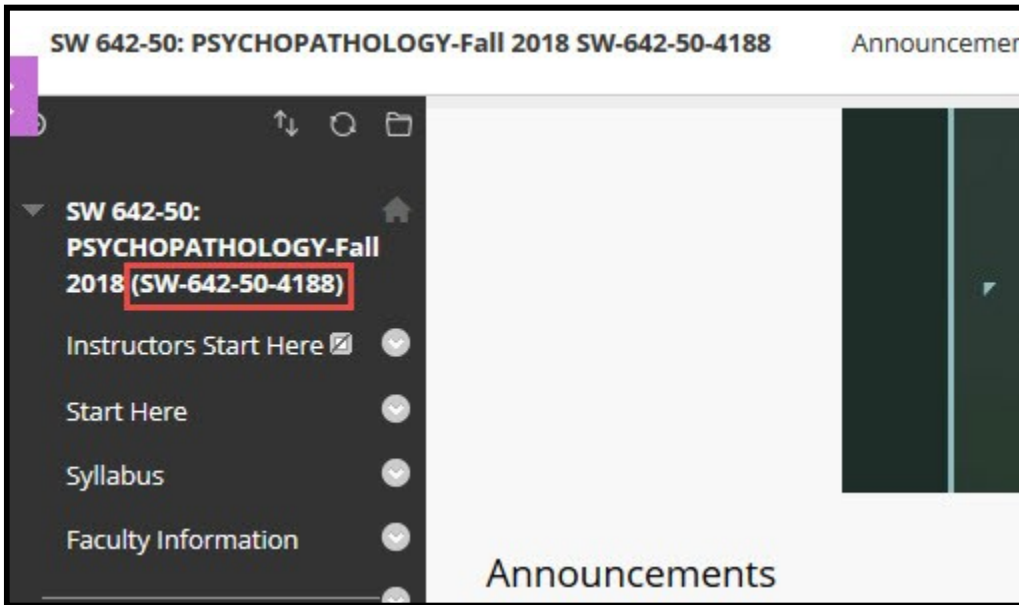
Department abbreviation-Course Number – Section – Term Code (i.e. 4198 is fall 2019)

EDTP-201-100-4198_Syllabus.docx

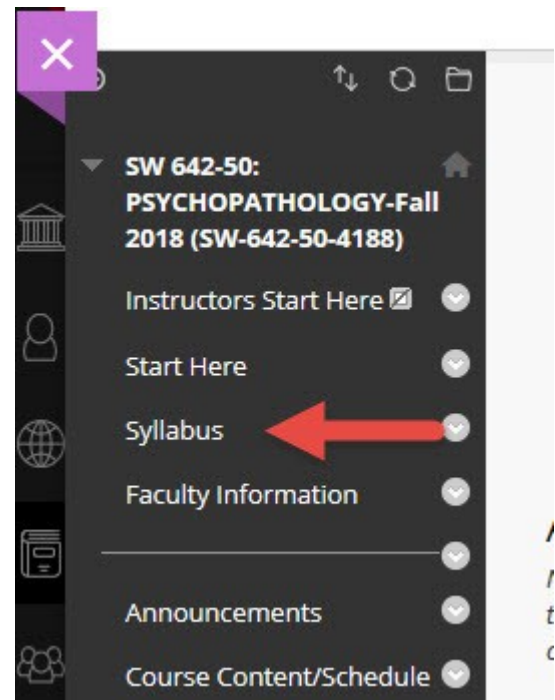
Or, if you wish to include the course name or other descriptors in the name:

The Teaching Profession-EDTP-201-100-4198_syllabus.docx

The course ID information is displayed in Blackboard on the upper left of your course menu in parenthesis.

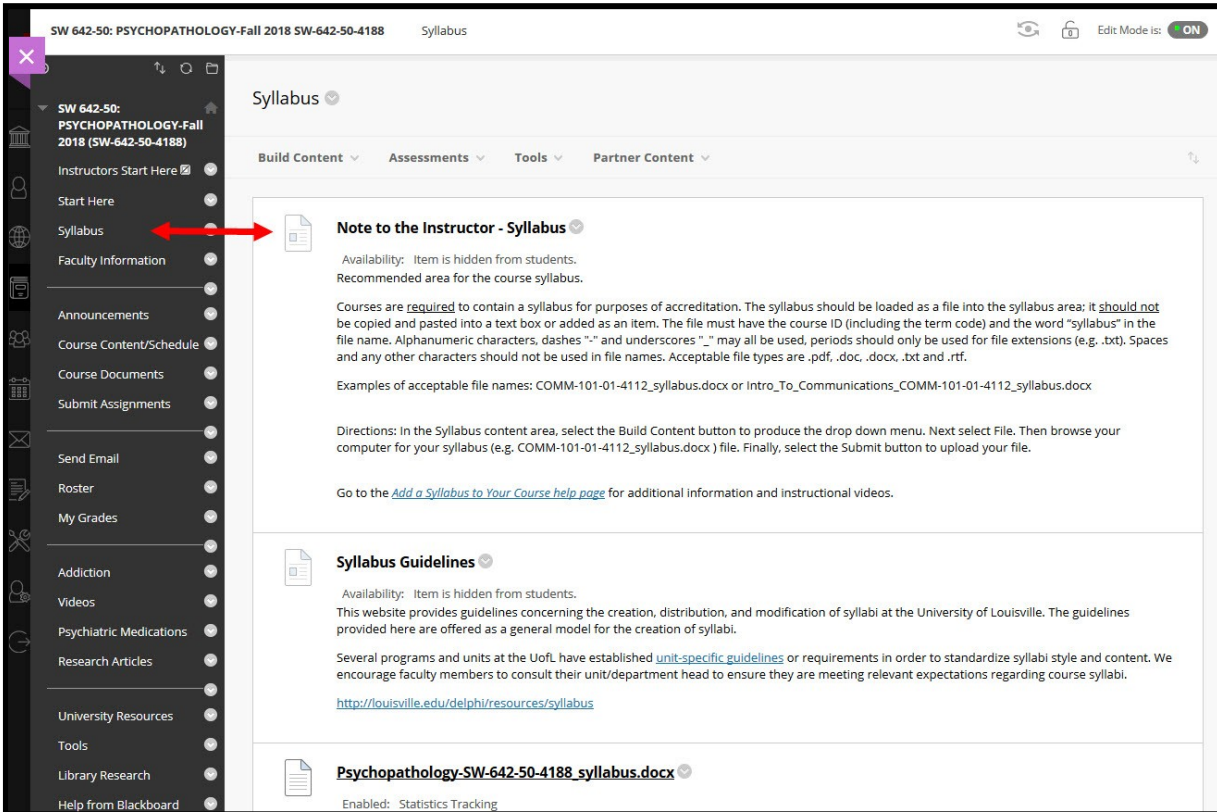


Every Blackboard course has a course shell created for it based on a template. The template has several pre-created menu items that appear initially in each course, one of which is "Syllabus". This item can be found at the top of the course menu.



If the original Syllabus menu item has been deleted, a new content area with the name “Syllabus” will need to be created. Refer to the last page of this document for instructions on how to do this before continuing.

Click on the Syllabus item in the menu. This brings up a content area, which also includes a note to instructors with specific formatting information.

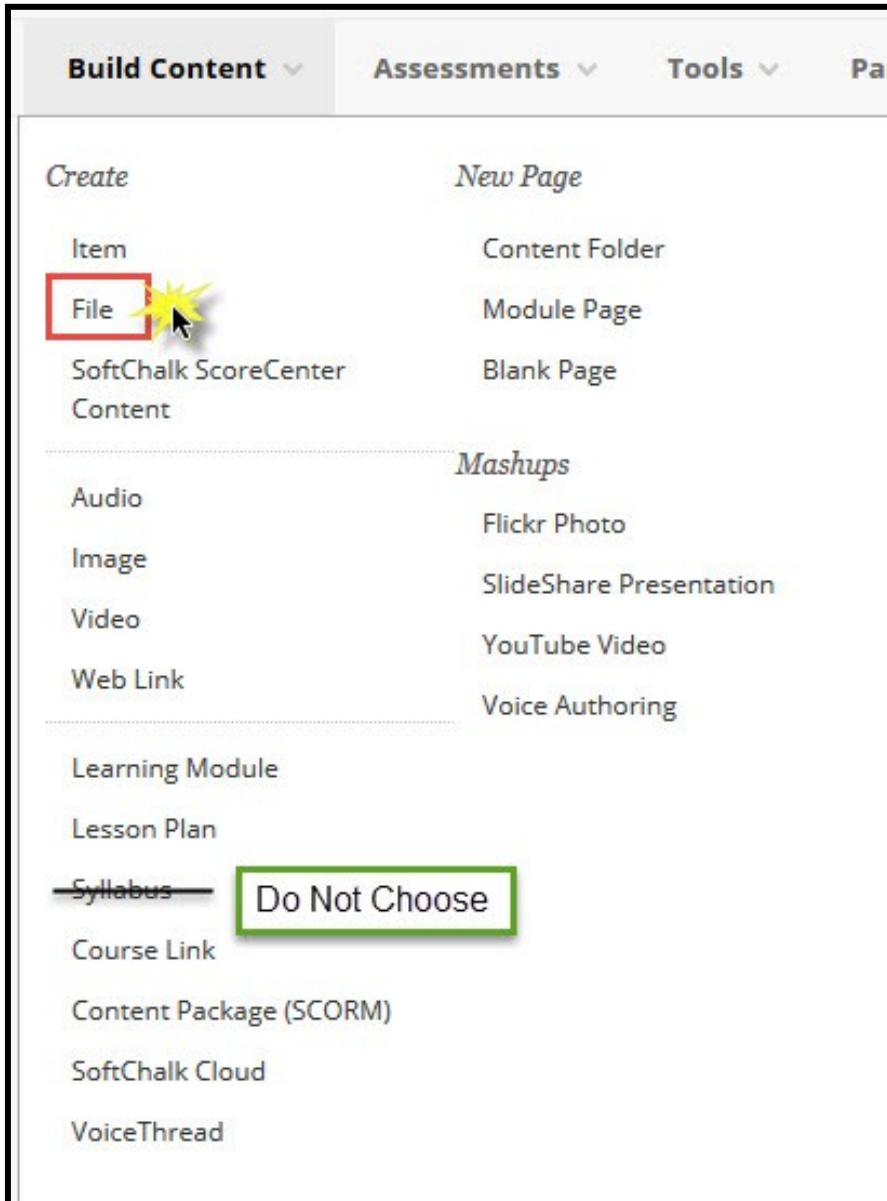


The screenshot shows the Blackboard LMS interface for course SW 642-50: PSYCHOPATHOLOGY-Fall 2018. The left sidebar menu is visible, with the 'Syllabus' item highlighted by a red arrow. The main content area displays the 'Syllabus' content area, which includes a 'Build Content' drop-down menu and a 'Note to the Instructor - Syllabus' section. The note provides instructions on how to create a syllabus file, including file naming conventions and upload procedures. Below the note are sections for 'Syllabus Guidelines' and a file named 'Psychopathology-SW-642-50-4188_syllabus.docx'.

Click on or hover over the Build Content drop down menu at the top of the content area indicated in the next graphic.


Click on “File”

Do NOT choose the “Syllabus” item under the drop down menu



Build Content ▾ Assessments ▾ Tools ▾ Part

Create

- Item
- File** 
- SoftChalk ScoreCenter Content

New Page

- Content Folder
- Module Page
- Blank Page

Mashups

- Audio
- Image
- Video
- Web Link

- Flickr Photo
- SlideShare Presentation
- YouTube Video
- Voice Authoring

- Learning Module
- Lesson Plan
- ~~Syllabus~~ **Do Not Choose**
- Course Link
- Content Package (SCORM)
- SoftChalk Cloud
- VoiceThread

In the Select File section, find the syllabus file by either browsing a location on your computer or by accessing the content collection and load the syllabus document

Create File

Use the **File** content type to add a file that can be selected and viewed as a page within the course or as a separate piece of content in a separate browser window. Also, a coll files or an entire lesson, including cascading style sheets (CSS), can be developed offline and uploaded into a course from a local drive and viewed in order. [More Help](#)

* Indicates a required field.

SELECT FILE

Select a local file by clicking **Browse My Computer** or one from within Course Files by clicking **Browse Course**. Enter a Name for the file and choose a Color for the text to appear in the list of content. Click **No** to display the file within the Course environment or **Yes** to display it as a separate piece of content with no Course page heading.

* Name

Color of Name

 Black

* Find File

Selected File

File Name

Psychopathology-SW-642-50-4188_syllabus.docx 

File Type

DOCX

FILE OPTIONS

Open in New Window

Yes No

Add alignment to content

Yes No

The name of the file appears in the file name field. Make sure it conforms to the syllabus naming parameters.

Copy the name of the file and paste it into the Name Box at the top of the section as seen above.

You can choose to have the file open in a new/separate browser window or the default of a page within the course.



In the Standard Options section, you can select “Permit Users to View this Content” which allows users to immediately view the document.



STANDARD OPTIONS

Permit Users to View this Content Yes No

Track Number of Views Yes No

Select Date and Time Restrictions

Display After  
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until  
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

If you select No then you must either return later and click this manually to Yes to make it available to users or

Select a date range when the syllabus is available.

Finally, click “Submit”

*Click **Submit** to proceed.*

The syllabus document should now appear in the content area.

Success: Psychopathology-SW-642-50-4188_syllabus.docx created.

Syllabus

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

Note to the Instructor - Syllabus

Availability: Item is hidden from students.
Recommended area for the course syllabus.

Courses are **required** to contain a syllabus for purposes of accreditation. The syllabus should be loaded as a file into the syllabus area; it **should not** be copied and pasted into a text box or added as an item. The file must have the course ID (including the term code) and the word "syllabus" in the file name. Alphanumeric characters, dashes "-" and underscores "_" may all be used, periods should only be used for file extensions (e.g. .txt). Spaces and any other characters should not be used in file names. Acceptable file types are .pdf, .doc, .docx, .txt and .rtf.

Examples of acceptable file names: COMM-101-01-4112_syllabus.docx or Intro_To_Communications_COMM-101-01-4112_syllabus.docx

Directions: In the Syllabus content area, select the Build Content button to produce the drop down menu. Next select File. Then browse your computer for your syllabus (e.g. COMM-101-01-4112_syllabus.docx) file. Finally, select the Submit button to upload your file.

Go to the [add a Syllabus to Your Course help page](#) for additional information and instructional videos.

Syllabus Guidelines


Availability: Item is hidden from students.

This website provides guidelines concerning the creation, distribution, and modification of syllabi at the University of Louisville. The guidelines provided here are offered as a general model for the creation of syllabi.

Several programs and units at the UofL have established [unit-specific guidelines](#) or requirements in order to standardize syllabi style and content. We encourage faculty members to consult their unit/department head to ensure they are meeting relevant expectations regarding course syllabi.

<http://louisville.edu/delphi/resources/syllabus>

Psychopathology-SW-642-50-4188_syllabus.docx



If you need assistance with this process, please contact the Blackboard Support Team at 852-8833 or by email at Delphi@louisville.edu.

Posting Assessments in LiveText

Per Section X.b. “Teacher Responsibilities and Expectations for EDTP 201, EDTP 215 and EDTP 107” of the Memorandum of Agreement between the University of Louisville and your school district, instructors are to “guide students to complete their Hallmark Assessment Task, and complete the Hallmark Assessment for each student in LiveText™. This is due within 48 hours of last day of class.”

Below are the step on how to post Hallmark Assessment Tasks in LiveText™.

Register your LiveText Faculty Membership

- From www.LiveText.com, click on the Register link in the upper right corner.
- Under Register Membership, click the Register button.
- Choose your Role in STEP 1 by selecting Student/Faculty.
- Enter Key Code in STEP 2. You will need to enter your unique key code.
- Enter Your Personal Information in STEP 3 and Create your LiveText Account in STEP 4.

Complete the registration process by completing and verifying the required information and acceptance of the Terms of Service.

- Click the **Register My Membership Account** button.
- After successfully completing the registration process, LiveText will display the Congratulations page. This page will display your username and the option to click to reveal your password.

Note: When entering your name, use your official name on record at your institution. You do not need to enter information in the School PIN field unless your institution requires or has provided you with a School PIN.

Step-By-Step instructions for posting Hallmark assignments and assessments in LiveText are available on the following website.

<https://spark.adobe.com/page/R0wnpcMxBcY14/>

If you have questions or problems, please contact:

LiveText Support at LiveText@louisville.edu or

Dr. Manish Sharma: at manish.sharma@louisville.edu.

Posting Grades to PeopleSoft

ACCORDING TO UNIVERSITY POLICY, FINAL GRADES ARE DUE WITHIN 48 HOURS AFTER THE SCHEDULED FINAL EXAM. FOR SPECIAL SESSION COURSES WITH IRREGULAR DATES, GRADES ARE DUE WITHIN 48 HOURS AFTER THE LAST DAY OF CLASS.

POSTING GRADES INSTRUCTIONS BELOW ARE ADAPTED FROM INFORMATION PROVIDED IN ULINK. IT WOULD BE HELPFUL TO DOWNLOAD AND SAVE THE DOCUMENT, BUT TO MOVE FORWARD IN ULINK, YOU WILL NEED TO HAVE THE INFORMATION OPEN.

Go to the University of Louisville ULink Portal: ulink.louisville.edu

Sign on with your UofL User ID and password
OR

Use Login assistance for first time users if you have not used ULink previously.
There is also a link in case you have forgotten your password.

Select the Faculty and Staff tab

Navigate to Academics → Faculty Center → Grade Roster

Select or change term to the term needed (this is a drop-down box in the middle of the page).

Your course(s) will be listed on the page.

There are two icons to the left of the course listing: one for class roster and one is grade roster. The grade roster icon looks like an instructor writing on a blackboard.

Record grades.

Review → Save → **Approve** (two-step process)

PLEASE BE SURE TO CLICK “APPROVE” OR YOUR GRADES WILL NOT BE POSTED!

If you have questions or problems, please contact:

Dual Credit Service Account at dualcrdt@louisville.edu or

Katie Niehaus at katie@louisville.edu.

Helpful UofL Links and Phone Numbers

- Main UofL Webpage
louisville.edu
- Admissions Office
louisville.edu/admissions
502/852-6531
- Assistance with Paying Bill: Bursar's Office
louisville.edu/bursar
502/852-6503
- Assistance with email: UofL Help Desk
louisville.edu/it/helpdesk
502/852-7997
- Assistance obtaining ID: Campus Card Office
louisville.edu/campuscard
502/852-7520
- Campus Parking
louisville.edu/parking
502/852-PARK (7520)
- College of Education & Human Development
Dual Credit Contacts:

Student Issues:
Janet Spence
janet@louisville.edu
502/852-4356

Instructor Issues:
Katie Niehaus
katie@louisville.edu
502/852-4530
- Registrar's Office
louisville.edu/registrar
502/852-6522
- Tuition Remission
louisville.edu/hr/benefits/education
502/852-2964
Available for adjunct instructors as funding is available.
- ULink: UofL Help Desk
ulink.louisville.edu
502/852-7997

Appendix A

**University of Louisville
Commission on Colleges
Southern Association of Colleges and Schools**

FACULTY CREDENTIALS GUIDELINES

Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Faculty Credentials Documentation

The Southern Association of Colleges and Schools Commission on Colleges (SACS) expects documentation of all of the qualifications used in making the hiring decision. At UofL, the Faculty

Personnel Office creates and maintains a file for all Board of Trustees approved faculty positions. This file will include forms documenting the hiring process and other agreements this is in addition to the faculty transcripts and curriculum vitae (CV). The transcripts for part-time, graduate teaching assistants or other contractual instructional hires, i.e. lecturers should be retained in the files of the academic unit. The instructor's curriculum vitae is not enough to document faculty qualifications. It is required that the transcripts be collected, retained and used to verify credentials. Other documentation can be collected and used to support hiring decisions. See the Instructor Justification Form for more information.

English Proficiency - The University will assess the English proficiency of all applicants for tenure-track positions, and all other instructional faculty either full time or part time prior to employment in order to insure adequate proficiency for direct instruction of students. The minimum criteria for evaluation of English proficiency are: (1) an ability to speak and write English clearly, (2) an ability to understand written and spoken English, and (3) an ability to communicate effectively in an academic environment. (For criteria 1 and 2, applicants may demonstrate English proficiency during the interview process OR by submitting TOEFL (Test of English as a Foreign Language) scores: 213 or higher on the computer-based test; 79 or higher on the internet-based test; 550 or higher on the paper-based test; ELTS (International English Language Testing System) scores of at least 6.5 overall band score from the academic module exam ielts.org.; Criteria 3 by previous successful employment in an academic institution.) An **administrator** in the hiring unit will certify the candidate's English proficiency. The University reserves the right to further assess English language proficiency after a faculty member has been appointed in order to help insure the quality of direct instruction of its students.

Foreign transcripts - Applicants with degree(s) from foreign institutions **may** be required to submit their transcript(s) to a service provider acceptable to the university for authentication and equivalency assessment. For non-English transcripts, transcripts from institutions uncommon to the hiring unit, or when additional information may be needed to certify the credentials of an applicant from a foreign institution, the unit may request an evaluation.

If this request is made, the report must be received by the university before the documentation for hiring is complete. The following evaluation services are recommended. Cost of the evaluation can be paid by the unit or the applicant. The cost of the evaluation will vary based on the provider and the level of service requested.

Educational Credit Evaluators (ECE)

P.O. Box 92970

Milwaukee, WI 53202

414-289-3400 414-289-3411

eval@ece.org Web: www.ece.org

World Education Services (WES)

P.O. Box 745, Old Chelsea Station New York,
NY 10113

1-800-937-3895 or 305-358-6688

212-966-6395

support@wes.org Web: www.wes.org

UofL Instructor Justification Form

Instructions: Use this form to document the professional qualifications of instructors of record and if needed to justify the assignment of a course to an individual who does not hold an advanced degree in the subject area of the course. This form must be completed if, 1) in the case of undergraduate courses, the instructor of record does not hold a doctoral degree or master's degree in the course discipline, or, 2) in the case of graduate courses, the instructor of record does not hold a PhD in the course discipline. Justifications should fit the courses assigned to the instructor of record and may need to change as course assignments change. Note: This form must be retained in the Office of the Dean. All justifications must be entered into the PeopleSoft system. See this website for those instructions <http://louisville.edu/oapa/faculty-credentials-information>

Name of Instructor of Record: _____	UofL ID: _____
School: _____	Department: _____
Date teaching assignment to begin: _____	
Name of Course: _____	
Highest Degree Attained and Discipline: _____	
Transcript of Highest Degree (Attached): ____ Curriculum Vitae (Attached): ____	
Verification of Graduate Faculty Status (Attached; only necessary for teaching a graduate course): ____	
Verification of English Proficiency: ____	

The instructor named above is qualified to teach the course named above based on earning an appropriate degree in the course discipline: yes no. If "no", I justify the individual teaching the above-named course based on (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Work experience in field | <input type="checkbox"/> Prior teaching experience in field |
| <input type="checkbox"/> Specialized training in field | <input type="checkbox"/> Professional licensure/certification in field |
| <input type="checkbox"/> Funded grants in field | <input type="checkbox"/> Honors and awards (related to field) |
| <input type="checkbox"/> Published/presented research or activity in field | |

If none of the above apply, list reason for justification here:

Chair/Department Head Signature	Date
Dean's Signature	Date

APPENDIX B

Professional Code of Ethics for Kentucky School Certified Personnel

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

Certified Personnel in the Commonwealth

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

To students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the education profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

Teaching and Learning Pathway for Aspiring Educators

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Last modified: Friday, October 12, 2018, 10:23 AM

APPENDIX C

Record of Field Experiences

(Completion of 200 hours of field experience is required for admission to Student Teaching in accordance with Regulation 16 KAR 5:040)

Candidate Name: _____ Candidate ID #: _____

Number of hours submitting: _____

Course #: _____ Instructor: _____ Supervisor: _____ Semester: _____ Year: _____

Date	Placement Site	Grade Level of students	Level/Subject	# of hours	Activities Completed, including type of activity (B-H) listed below; Include classroom teacher's Infinite Campus course number	Print name of Mentor Teacher	Mentor Teacher Signature

- A. Reflects classroom demographics determined in KFETS through link to Infinite Campus.
No additional documentation is necessary.
- B. Observations in schools and related agencies (i.e., Family Resource Center or Youth Services Center)
- C. Student Tutoring
- D. Interaction with families of students
- E. Attendance at school board and school-based council meeting
- F. Participation in a professional learning community (PLC)
- G. Opportunities to assist teachers or other school professionals
- H. Other

IMPORTANT: Read and verify the statements below by placing a checkmark after each statement. Then, sign and date the record.

I verify that I have reported the above hours of field experience to the Education Professional Standards Board within KFETS.

APPENDIX D

Instructors (or district liaisons) should submit documentation on all placement sites associated with the course, and submit this document to Katie Niehaus at katie@louisville.edu within 48 hours of the start of each new course.

FIELD PLACEMENTS DATA NEEDED

School Name:

Instructor Name:

Course Name:

Day/Times Course Meets:

Course Term: (Semester or Year-Long. Please give exact dates such as 08/17/19-12/18/19)

Field Placement Site(s):

Field Placement Supervisor(s):

Student Name:

Student ID Number: