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1. REQUIRED STATEMENTS FOR ALL UNIVERSITY SYLLABI

Below find campus-required syllabus statements. Some constitute legal requirements but all relate to avoiding potential difficulties for both faculty and students. Include them on your syllabus.

If you are teaching a course in the teacher education program, there are additional required syllabus statements in Section 3 of this handbook.

Classroom Behavior Policy: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See policies:

- Student Classroom and Course-Related Behavior
- Student Conduct Code

Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, N200 Center for Community, <http://www.colorado.edu/disabilityservices>).

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/student-honor-code-policy>.

Observance of Religious Holidays and Absences from Classes or Examinations: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, or required attendance. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class, provided students notify me well in advance of the scheduled conflict.

Sexual Harassment: The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises to create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combinations of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff, or faculty member who believes s/he has been sexually harassed should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-

5550. Information about the ODH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: <http://hr.colorado.edu/dh/Pages/default.aspx>.

Collegiate Sport Clubs (not required)

The Boulder Faculty Assembly passed a motion in 2010 regarding class conflicts and club sports. The offer the following sample syllabus language:

Students formally affiliated with University of Colorado Collegiate Sport Clubs are required to communicate with the instructor involved about any potential conflicts within the first three weeks of their enrollment in a class. Instructors are not obliged to accommodate any potential conflicts, but may, at their own discretion, allow reasonable accommodations for these absences. Instructors should also be made aware of the potential for upcoming competitions that are not yet scheduled as of the first week of class (often due to qualifying for Regional or National Championships).

2. ACADEMIC SCHEDULE INFORMATION

2.a Campus Academic Calendars and SOE Academic and Event Schedules

The complete official schedule from summer 2013 through spring 2015 can be viewed on the CU-Boulder web site < <http://www.colorado.edu/academics/calendar.html>>. Go here to find

- First/Last day of classes in a semester
- Breaks & holidays
- Final Exam dates

The School of Education posts the School's ACADEMIC COURSE SCHEDULE and also specific EVENTS under the ANNOUNCEMENTS section on the School's home page.

<http://www.colorado.edu/education/>

2.b Breaks During Academic Semester

Fall & Thanksgiving Break: Nov.25-27. School of Education offices closed Nov 28-29.

Spring Break: March 24-28. School of Education offices closed March 28.

2.c. Scheduling Final Exams, Papers, and Projects

2.c.1 All undergraduate and teacher education courses that enroll undergraduates should follow the **official campus policy on scheduling final exams**. If you are not holding an exam, you may choose to have class presentations or a concluding class session during exam week during your scheduled exam time.

It is campus policy to adhere to the final examination schedule as published online at the registrar's website at http://registrar.colorado.edu/calendar/calendars_schedules.html. Please be aware of the abbreviated period between the end of classes and final exams. You might point out the date of your final exam and the need for continual preparation to students occasionally during the semester. The complete final examination policy, including guidelines for what is appropriate material for the last week of classes before finals and the student alternate exam policy can be found at < http://www.colorado.edu/policies/final_exam.html>.

2.c.2 All master's and doctoral education courses follow the SOE practices outlined below:

All School of Education courses should meet during exam week during which students may take a final exam, make final presentations to the class, or participate in a final class session.

During the official final exam period, it is customary in the School of Education to give final exams or schedule final presentations/sessions at the same time that the class meets during the semester. For example, a class that meets on Mondays from 4:30 to 7:00 PM will have a final during the exam period on Monday from 4:30 to 7:00. This is done to accommodate practicing teachers who may not be able to come to campus when exams are scheduled officially. However, do not assume that the room in which you have met throughout the semester is available during the final exam week. **Staff in the OSS will provide information regarding exam week room assignments** after Academic Scheduling has completed the campus-wide final exam schedule.

2.d. Class Cancellation due to Inclement Weather Policy

2.d.1 Campus Policy. In general, the School of Education follows the CU Boulder campus policy on closure due to inclement weather, found at the following link:

<http://www.colorado.edu/policies/closures.html>. A summary of the campus policy and procedures follows in the box below:

Under extreme weather conditions or general emergency, the Chancellor may decide to close the campus early or not to open campus offices and departments, provided that "essential services" will be maintained. This memorandum provides general notification instructions and guidance regarding emergency leave.

Under the Inclement Weather Policy for the State of Colorado, each college and university establishes its own individual inclement weather policy. Therefore, the Boulder campus closure decision may on occasion differ from the decision for state offices. Boulder campus employees and students are expected to comply with instructions provided by the CU-Boulder administration.

Decision Not To Open or to Close Campus

WHO MAKES THE DECISION?

The decision not to open or to close the campus will be made by the Chancellor or (designee). The Chancellor may consult with various individuals on campus and ask for recommendations, but the final decision will be the Chancellor's.

Conditions that may require a decision not to open or to close the campus should be communicated through the Provost, Senior Vice Chancellor, or appropriate Vice Chancellor to the Chancellor at the earliest possible time. Public safety is the primary consideration in closure decisions. In this regard, the University Police Chief (or designee) will be responsible for advising the Chancellor on safety-related conditions. This advisory and/or recommendation will be made after consultation with other appropriate agencies, such as Facilities Management, Environmental Health & Safety, the Colorado State Patrol, and/or applicable agencies.

WHEN IS THE DECISION MADE NOT TO OPEN THE CAMPUS?

Such a decision will normally be made before 6:00 a.m. of the emergency day.

WHAT IS THE NOTIFICATION PROCEDURE?

The University Police Chief (or designee) will initiate an advisory call to the Chancellor if conditions are such that opening is in question. Once the Chancellor has made the decision, the University Police Department will communicate that decision to the following, since these units receive many inquiries regarding decisions on closing and/or have follow-up responsibilities: university communications, facilities management (service center), facilities management (operations), housing and dining services, emergency management coordinator, system administration.

University Communications will notify those who have signed up for emergency alerts of campus closures via the 2007-08 text messaging service. Individuals may sign up for

this service at www.colorado.edu/alerts. In case of emergency, please go to www.colorado.edu for detailed information.

The University "hotline" service within the campus telecommunications system will provide a recorded message for callers who are unsure about whether the campus is closed. The CU-Boulder Emergency Information Line is 303-492-4636. University Communications will advise radio stations KWAB (1490 AM), KBCO (97.3 FM), KBCU (1190 AM) or KOA (850 AM), and TV stations KCNC-TV 4, KMGH-TV 7, or KUSA-TV 9 to also provide this information. Please note that the news media are notified only in the event of a closure. Any special notifications concerning "essential services" will be handled by the respective Provost, Senior Vice Chancellor, Vice Chancellor (or designees).

WHEN IS THE DECISION MADE TO CLOSE EARLY?

In the case of early closing, the decision may be made whenever the Chancellor (or designee) deems conditions warrant closing the campus. Some units may require immediate notification of the potential to close early because they become obligated to perform certain services in such situations. The Police Chief will be provided a list of such units.

Departments will be notified through their respective Provost, Senior Vice Chancellor, or Vice Chancellor's office.

When the Chancellor authorizes an early release or sequential/staggered release, employees are given administrative leave with pay and released early under the guidance of the department head/supervisor. In the case of a sequential or staggered release, distance and travel difficulty from work to home and other public safety issues will be used as criteria in the release of employees. Early release time not authorized by the Chancellor (or designee) must be charged to annual leave or leave without pay, unless alternate work arrangements or prior approval has been granted by the appointing authority.

2.d.2. SOE Policy. Given the **timing** of some classes (early AM or early evening) AND the **distance** some students drive to attend education classes, the School of Education gives individual faculty members discretion in making a decision to cancel a class due to inclement weather.

Faculty have a responsibility to ensure adequate, high-quality face-to-face time for every course.

It is our general expectation that a class will meet as follows:

- 15 times over a semester (for classes meeting 2.5 hours/once /week)
- 30 times over a semester (for classes meeting 1.25/twice/week)

When making decisions to cancel a class due to inclement weather, faculty should balance the following considerations:

- (a) Instructor's decision to cancel other class sessions to accommodate the instructor's travel to conferences or other professional meetings;
- (b) Reduced number of scheduled course sessions due to federal holidays (e.g., Monday classes that do not meet on Labor Day or Martin Luther King Day);
- (c) Weather and road conditions, particularly if storm may intensify and/or road conditions may worsen while class is underway;
 - Consult the Colorado Department of Transportation (CDOT) website for weather/road conditions: <http://www.cotrip.org/home.htm>
- (d) Opportunities to reschedule class session or make up missed contact time in a meaningful way in remainder of semester;
- (e) If a CU course is held at school site in a local district, CU should follow that school district's determination regarding either school closure or delayed start. For example, if a CU class meets at 7:30AM in Denver and Denver Public Schools are open with no delays, instructors and candidates should arrive at 7:30 AM.

Procedure to communicate class cancellation:

- (a) Email all students in a timely fashion.
- (b) Contact the Office of Student Services (303.492.6555), the Dean's office (303.492.6937), or your faculty assistant. Call until you reach an actual person. The SOE will then post signs in your classroom.

3. REQUIRED STATEMENTS FOR TEACHER EDUCATION COURSES

All teacher education syllabi should include statements reflecting program policies about the role Performance Based Standards for Colorado Teachers and Practicum play in assessment and course grades in teacher education programs. Below follows information regarding:

- 3.a. Referencing Performance-Based Standards for Colorado Teachers in your syllabus
- 3.b. Syllabus Statement for Grading Policies Regarding Performance-Based Standards
- 3.c. Syllabus Statement for Grading Policies Regarding Practicum
- 3.d. Syllabus Statement for Mandated Reporter
- 3.e. Submission of same or similar assignment in two classes
- 3.f. Assignments that require parental permission
- 3.g. Practicum packets for practicum-linked courses

3.a. Grading Policies Regarding Performance Based Standards

All initial teacher education syllabi must include a statement about the **Role of Performance Based Standards for Colorado Teachers** (see [blue text below](#)).

Link all Performance-based standards met at the DP or S level to an assignment in your syllabus.

The Performance-Based Standards for Colorado Teachers are available on line at http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf. These “serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.” This syllabus is marked throughout with bracketed standards to give teacher education candidates clear indicators of their professional responsibilities. The brackets indicate when teacher education candidates are “developing and practicing” [DP] a standard as well as the standards they must “satisfy” [S] in this class.

- Check the **Program Map** to find out what standards/level are met in your class (attached in separate document).
- Suggested format for annotating assignments and three examples follow.

Assignment Title (% of grade or points) Assignment explanation text. <i>Standards developed/practiced in this assignment:</i> List them in order (e.g., 1.1, 3.5). <i>Standards satisfied in this assignment:</i> List them in order (e.g. 6.7, 8.3).
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Example 1:

Integrated Literature/Social Studies Unit (35%): In addition to ongoing participation in the class, the team will develop their integrated literature/social studies unit. The assigned university mentor will aid teacher education candidates in thinking about issues of diversity and social action, specific resources, district and state standards, and related research that would enhance the work. The classroom teachers are invited to add their insights into the development of the unit. The unit should include the following:

- a. a one- to two-page rationale, which explains what the children will learn by participating in the unit, with particular attention to the Colorado Model Content Standards [\[1.5 S, 3.8 S\]](#);
- b. a five- to six-page summation of curricular components in children’s literature and social studies emphasized in the unit;
- c. a calendar describing daily activities of the unit;

- d. three lessons on selected narrative elements (e.g., character, theme, style) addressed in the curricular components [1.1 S, 1.3 S, 1.4 S, 1.5 S, 3.1 S, 3.2 S, 3.3 S, 3.6 S, 3.8 S];
- e. three specific social studies content lessons reflected in the curricular components [1.3 S, 1.5 S, 4.2 S, 3.1 S, 3.2 S, 3.3 S, 3.6 S, 3.8 S, 4.3 S, 4.4 S, 7.1 S, 7.5 S, 8.1 S];
- f. an annotated bibliography of 3 to 5 books selected for the unit, featuring a foundation text along with intertextually related books [1.3 S, 3.8 S];
- g. a reference list of all sources in APA style.

Example 2:

School Governance and Finance Take-home Quiz (10%) Nov 19

For this assignment, the student will be required to have a basic understanding of the role of the government on education and how school funding works. To do this, students will be given a take-home quiz and will answer a number of questions. The answers to these questions will be obtained from the internet and other sources. [8.3S]

Example 3:

Teaching a Lesson & Reflection 15%

- Due anytime up to December 8
- Standards Addressed: 3.1, 3.3, 3.4, 3.8, 4.1, 4.3, 5.1, 5.2, 5.3, 5.5, 6.1, 8.1, 8.2, 8.5 [All standards met at the D/P level except 8.1 and 8.5, which are at the S level. In addition, standards 4.4, 7.1 and/or 7.5 may be addressed.]

After coordinating with your practicum teacher, you will teach a full lesson lasting 30 minutes or more. You will submit a formal lesson plan that follows the format provided in class; copies of all accompanying handouts, overheads, power point slides, materials used during the lesson, etc.; exemplars of student work or reactions to the lesson, if available; and a reflection in which you analyze how the lesson went (1-2 pages, typed, single spaced).

The lesson plan details the following: learning objectives/targets that are aligned with content standards, materials and logistics, learning activities with estimated time, accommodations for different learners, and formative assessment strategies. Your reflection should address student learning, classroom community/management dynamics, and your teaching practices.

I will provide responsive feedback on the lesson plan and accompanying materials and I will evaluate the reflection. What matters is not how the lesson goes, but your ability to learn from this experience. Below follows a rubric that I will use to assess this assignment. [Note rubric not included in this document.]

3.b. Grading Policies Regarding Performance Based Standards

Candidates cannot pass a class unless **all** standards designated at the “**satisfying**” level have been satisfied. A passing grade in a teacher ed course is a C-. If a student is struggling to satisfy a standard, please contact the Associate Dean for Teacher Education.

Statement to include in your syllabus:

The Role of Performance Based Standards for Colorado Teachers

The Performance-Based Standards for Colorado Teachers are available on line at http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf. These “serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.” This syllabus is marked throughout with bracketed standards to give teacher education candidates clear indicators of their professional responsibilities. The brackets indicate when teacher education candidates are “developing and practicing” [DP] a standard as well as the standards they must “satisfy” [S] in this class.

When a standard is met at the **Developing/Practicing** level [DP] that means you will have opportunities to **develop** an understanding of the standard’s knowledge base and to **develop/practice**, with assistance, your

abilities to apply the element in a field setting/university classroom and to evaluate the success of your teaching performance.

When a standard is **satisfied [S]** that means you have demonstrated proficiency on this standard. To demonstrate proficiency you must demonstrate a substantial knowledge and understanding of the standard element, the ability to apply the element in a field setting, and the ability to assess student learning and evaluate your teaching performance.

Each of the assignments in the syllabus must be completed successfully in order to insure that you have achieved proficiency on the various Performance Standards for Colorado Teachers that are attached to each assignment. You will not pass this class unless all standards designated below at the “satisfying” level have been met.

3.c. Grading Policies Regarding Co-Requisite Practicum Experience

Candidates cannot pass a course with a co-requisite practicum unless they also pass the practicum. A passing grade in a teacher ed course is a C- for UG/PBA and B- for MA+. Passing the practicum involves:

- (a) **full attendance** including making up missed hours/days (consult the Associate Dean for Teacher Education if you need clarity on the expectations for practicum hours/days in a particular course),
- (b) **acceptable ratings** on the final assessment from the practicum teacher, and
- (c) **competent performance** on all practicum-based assignments.

Faculty are expected to track attendance by collecting, reviewing, and submitting to the OSS practicum logs. Students who have not completed requisite hours should not pass the course.

Faculty are expected to monitor performance by reviewing and discussing the practicum teacher's assessment and assignments with candidates and to consider these assessments in the assigning of a course grade.

Statement to include in your syllabus regarding the role of practicum in the course grade:

Role of Practicum in Course Grade

Full participation in practicum is a course expectation. Successful completion of EDUC XXXX is dependent upon successful completion of your practicum experience; in other words, if you don't pass practicum, you won't pass this course. Successful completion of practicum involves **full attendance each week** (or making up any missed hours/days), **acceptable evaluations by your practicum teachers**, and **competent performance on field-based assignments** from this course. This course has **X** required hours of practicum.

3.d. Syllabus Statement regarding Mandated Reporters

At the New Student Orientation we explain to candidates their role as mandated or mandatory reporters. We reinforce this point throughout the program, particularly in practicum-linked courses.

Statement to include in your syllabus:

Mandated Reporters

Mandated reporters are individuals who are obligated by law to report suspected cases of child abuse and neglect. Any person who has contact with children in a professional capacity is a mandated reporter. Mandated reporter laws are designed to catch child abuse in its early stages, so that children do not suffer long-term damage. All teacher licensure candidates are a mandated reporter. For additional information, please consult the following resources:

BVSD (Boulder Valley Public Schools) training video, one page handout, and report form
<http://www.bvdsd.org/security/childabuse/Pages/default.aspx>

CDE (Colorado Department of Education) handbook, *Preventing & Reporting Child Abuse & Neglect: Guidance for School Personnel*

http://www.cde.state.co.us/cdeprevention/download/pdf/child_abuse_manual_2002.pdf

3.e. Submission of SAME or SIMILAR Assignment in More Than One Class

Occasionally, candidates have similar major assignments in two classes (e.g., a unit plan). Candidates may not submit the same work for two assignments. Candidates who have similar assignments may approach the respective instructors to discuss ways to modify the given assignments so they are mutually reinforcing; for example, rather than producing two unit plans, they might work with instructors to provide a more extensive single unit plan.

3.f. Assignments Requiring Parental Permission

Some instructors have assignments that involve working with children/youth outside of academic or institutional contexts. Please consult the Associate Dean for Teacher Education to determine whether parental permission is required and how to secure this permission if it is warranted.

4. GRADING POLICIES FOR ALL EDUCATION COURSES

4.a. Grading Policy on the Syllabus

Every syllabus must include a statement on instructor's grading policy. Typically, these outline how the course grade will be calculated; some include policies regarding late work, attendance, format/style for major papers, etc. Some also include specific language regarding teacher education program policies outlined above. If a student protests a course grade, in the petition process, the Associate Dean will consult the course syllabus and grading policy to determine that it was followed fairly. Below follow several examples from recent course syllabi:

Example 1

EVALUATION AND GRADING POLICY

Your course grade will be based upon the four types of assignments described above, weighted as follows:

Written responses to readings:	30%
Annotated bibliography	20%
Literature Review #1	20%
Literature Review #2	30%

NOTE: I will grade written responses to the readings using a 10-point scale and your written projects using a 100-point scale. At the end of the semester, I will weight your total points for each assignment to reflect the percentages indicated above.

The success of this course depends upon active, informed student participation. Although punctual class attendance is not a formal requirement, it is a professional expectation and courtesy. If you know in advance that you cannot attend a class please let me know. Also, if you are ill or have an emergency, please leave a message on my voice mail or email.

Example 2:

Assignments	Value	Due Date
The Autobiography	15%	Sept 10
Traditions Paper	30%	October 15
The Biography	15%	November 5
School Gov & Finance Quiz	10%	November 19
School/community Survey	25%	Nov 23/Dec 3
Punctuality, preparedness, attendance	05%	On-going
<u>Participation</u>		
Total	100%	

Late Work Policy

Extensions may be granted with adequate reason and with at least 24 hours notice before the deadline. You may not receive an extension on the actual due date. Any work that is handed in late without an extension from the instructor, will automatically receive one letter grade deduction.

Example 3:

COURSE REQUIREMENTS

Your attendance, timely completion of all assignments, and participation in class discussions and activities are an essential part of your contribution to class. You are expected to complete the reading and assignments prior to each class. Sometimes readings will be discussed that week. Sometimes they won't because we will have other things to do. Keep up with the readings either way. I assume that you will and will refer to the readings as if you have. In addition, your engagement and participation in class activities are important not only for your own learning but also for the learning of others.

ATTENDANCE POLICY

Missed classes will affect your grade. Students who must miss class need to inform the instructor in advance, if possible. Absences will be excused due to emergencies that are beyond the student's

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control, such as personal illness, or critical illness or death in the family. The professor has discretion over attendance policies. Students who miss class are responsible for assignments listed on the syllabus and any assignments announced in class.

PRACTICUM

To earn a passing grade for this course, you must successfully complete the associated practicum experience. Successful completion involves attending practicum every week (and making up any missed hours), receiving positive evaluations from your practicum teacher regarding your capable classroom performance, and completing all required practicum assignments.

ASSIGNMENTS

Assignments/Participation	Point value	Due date
Letter of introduction	2 points	Aug. 30
Learning biography	5 points	Sept. 13
Context with implications	10 points	First draft: Sept. 20; Final: Oct. 4
Fieldwork assignments	5 points each	1: Sept. 27; 2: Oct. 18
Learning analysis	15 points	Nov. 1
Lesson plan and reflection (reflection portion graded in Ed Psych)	15 points	Nov. 29
Book club activities • Participation in book club discussions (6 points) • Presentation (9 points)	15 points	Ongoing; See class schedule for presentations dates
Practicum assignments	28 points • 4 points each	Ongoing • See schedule of practicum assignments

4.b. School of Education Policy on Incomplete Course Grades

Some students will request to receive a course grade of incomplete. Refer to the School of Education Policy on Incomplete Grades <http://www.colorado.edu/education/about/policy.html>. If you agree to grant a student's request for an incomplete grade, submit the Incomplete Grade Contract Form that documents how the student will meet course requirements and the deadline by which the student must do so. Here is a link to the Incomplete Grade Contract Form: <http://www.colorado.edu/education/pdfs/Incomplete%20Grade%20Agreement%20Form.pdf>.

This contract goes in the student's file; make copies for you and the student. If the student is not admitted to a School of Education program (e.g., a non-degree student or an undergraduate Arts & Sciences student), the contract will be kept in the office of the Associate Dean for Teacher Education (teacher education and undergraduate courses) or the Graduate Program Assistant (graduate courses).

If you have a question about this policy, please contact Jennie Whitcomb.

School of Education Policy on Incomplete Grades

Incomplete grades are a contract between instructor and student to delay the posting of the final grade on the student's transcript for up to one year.

To be eligible for an incomplete grade, School of Education policy requires that:

- A student request the incomplete
- A student has satisfactorily completed a significant portion of the course, and
- A student has extenuating circumstances beyond her/his control that prevent the student from completing the course within the normal time frame.

If a student's situation does not conform to all of these criteria, the student is not eligible to receive an incomplete. Faculty may request documentation of the extenuating circumstances before agreeing to the assignment of an incomplete grade. Students who have not attended or who have not satisfactorily completed a significant portion of the course should not be given an incomplete grade. (In the case of non-attendance, the instructor should award the student the grade(s) s/he earned, usually an F.)

An incomplete (I) grade, if not completed, changes to an F when it expires and will impact the grade point average.

If the faculty member agrees to award an incomplete grade, s/he must submit an Incomplete Grade Contract Form to the Office of Student Services. Having a formal written agreement documenting the work to be completed and the date by which the work is due is often critical to resolving disputes and allows the Associate Dean to resolve incomplete grades if the original instructor is not available to do so. This form is used to document:

- the reason/grounds for the incomplete grade,
- the student's grade on the work that has already been completed,
- and a description of the work that the student will need to submit and the deadline by which it must be submitted in order to complete the course.

The contract must be submitted to the Office of Student Services, to be kept in the student's file for future reference, if needed.

The maximum amount of time a student can be allowed to complete an incomplete is one year from the term in which the course was taken. The instructor can set a shorter deadline for the completion of the work, but it is the instructor's responsibility to ensure that the plan for completing the course can be accomplished within the one year maximum. The instructor should establish a deadline that will allow him/her sufficient time to evaluate the student's work and submit a Change of Record form to the Office of Student Services before grades are due in the semester the work is completed. If you have questions about the appropriateness of awarding an incomplete grade, you can discuss the situation with the Associate Dean.

Incomplete grades should only be awarded when both the instructor and the student believe that the course work can and will be completed within one year. If that is not the case and the student has compelling extenuating circumstances, you can contact the Associate Dean.

Once the student has fulfilled the terms of the Incomplete Grade Contract, the instructor must submit a Change of Record Form to the Office of Student Services.

Change of Record Form(s) are available in the Office of Student Services for instructors to pick up and complete for their students. Due to security reasons, staff will not release Change of Record Form(s) to students; instructors must pick them up or make special arrangements with the Office of Student Services. All completed Change of Record Form(s) should be submitted to the Office of Student Services.

4.c. Submitting Final Course Grades

The deadline to submit your course grade sheet is determined by Academic Scheduling and is based on when your officially-scheduled final exam should be held.

In Fall 2010 the campus moved to online grading as the ONLY mechanism to submit grades.

If you have questions about assigning grades, please contact your faculty mentor and/or the Associate Dean for Teacher Education (teacher education courses) or the Associate Dean for Graduate Studies (master's and doctoral courses).

5. SUBMITTING YOUR COURSE SYLLABUS TO THE OFFICE OF STUDENT SERVICES

E-mail your syllabus to your faculty assistant by the **end of the first week of the semester**. The School maintains electronic copies of all syllabi. Ask your faculty assistant if you wish to see any syllabi (e.g., previous syllabi from your course, other faculty member's syllabi, syllabi from other program courses).

6. PLAGIARISM and CHEATING

Academic dishonesty is a serious matter. If you suspect that a student has plagiarized or cheated on work, the [University's Academic Integrity Policy](#) guides how you respond.

Faculty members are requested to address the Honor Code in classes and explicitly identify what is and is not acceptable conduct in the classroom. We encourage faculty to do this both verbally and in the syllabi for their classes. Additionally, faculty members are expected to report violations and accusations on the appropriate form(s) and to submit all pertinent evidence to the Honor Code Council. Consistent reporting of instances of academic misconduct to the Honor Code Council is essential to the consistency of our educative and punitive sanctions.

6.a. University Definitions

Plagiarism

Plagiarism is defined as the use of another's ideas or words without appropriate acknowledgment. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources, i.e., the Internet.

Cheating

Cheating is defined as using unauthorized materials or receiving unauthorized assistance during an examination or other academic exercise. Examples of cheating include: copying the work of another student during an examination or other academic exercise (includes computer programming), or permitting another student to copy one's work; taking an examination for another student or allowing another student to take one's examination; possessing unauthorized notes, study sheets, examinations, or other materials during an examination or other academic exercise; collaborating with another student during an academic exercise without the instructor's consent; and/or falsifying examination results.

6.b. Reporting Cases of Academic Dishonesty

The following website outlines steps to report violations of the honor code and resources for faculty to deal with issues of academic integrity. <http://honorcode.colorado.edu/faculty-information>

If you have questions/concerns about a possible case of plagiarism or cheating, please contact either a faculty course mentor or the Associate Dean.

7. EVALUTION—FACULTY COURSE QUESTIONNAIRES (FCQs)

FCQs are administered each semester **before the last week of the semester**. The receptionist in the Dean's office is the department's coordinator. The receptionist will contact you with information regarding the administration of FCQs. The following website provides information about the items on the FCQ as well as additional items that may be requested by an individual instructor. Please contact the Associate Dean if you would like to add questions.

<http://www.colorado.edu/pba/fcq/>

Online FCQs can be requested for any course-section – just ask the department's coordinator to order online FCQs for your section(s). If you would like online FCQs, please talk to your coordinator by the fourth week in the semester.

Online FCQs will be provided for all graduate sections with 10 or fewer students, as has been the case since spring 2006. This policy, implemented at the request of UGGS and authorized by the chancellor, enhances anonymity of graduate students in these small sections.

Please check with the department's coordinator to find out if it is possible to **request filtering of your FCQ forms**. See www.colorado.edu/fcq/filtering.html for more details, including examples of what is considered abusive (pop-up window near the bottom). Please note that this service can only be implemented if we are not overwhelmed with requests – please request this service **only** if you have received abusive comments in the past, or you have reason to be concerned that you will receive abusive comments this semester. To request this service for your FCQs, email FCQ@COLORADO.EDU by the fourth week in the semester.

We also recommend supplementing FCQs with custom-designed class survey of students' perceptions of the course by the 4th or 5th week of the course. See the Associate Dean for sample mid-course surveys.

The Associate Dean reviews FCQs each semester. They are returned to individual faculty members in late January (fall term FCQs), late June (spring FCQs), and late September (summer FCQs).

8. STUDENT ISSUES

8.a. Students on Wait Lists

The instructor decides whether to allow students on a wait list in to the class, provided there are seats available in the classroom (i.e., we cannot exceed the room capacity). Students can make quite compelling cases for why they need/want to join a particular class. The instructor is not bound to admit students on the wait list. Also, the university does not have a system to drop automatically students who do not attend class on the first day from the class roster. Below is a suggested process to determine if you have space in the classroom and how to admit students on the wait list.

On the first day, take attendance, including the names of wait-listed students who attend. E-mail students who are registered but who do not show up to determine if they still wish to take the course.

If you determine that you have room in your course, either because a registered student does not plan to attend the course or you have more seats in your classroom, you may admit some or all students on the wait lists, following the priority established on the wait list. The Director of Advising (undergraduate and teacher education courses) or the Graduate Program Assistant (graduate courses) can help you identify those students on the wait list who are admitted to one of our programs and/or those who have the highest need to take a particular course.

If you are teaching EDUC 3013, the Director of Advising (Travis Anderson) will manage your wait list and students who are not on any lists who appear on the first day.

Do not tell students on the wait list or who show up they have a seat in your class.

On the first day,

- Get your class roster online or from your faculty assistant or from the Office of Student Services;
- Take attendance, including the names and emails of wait-listed students who attend and are not on the class roster AND students who are not on any list who attend.
- Email your list to Travis Anderson after your first class meeting <travis.anderson@colorado.edu>
- Travis will e-mail students who are registered but who do not show up to determine if they still wish to take the course. Then, he will e-mail students either on the wait list in the order of their priority OR who attended. He will find out if they wish to take the course and update rosters.
- We will do our best to ensure that you have a complete class list by the second meeting of the class.

8.b. Students Enrolled who are not the Primary Audience for Course

Many courses are open to any student on the campus. If a student has enrolled in your class who does not appear to have appropriate background knowledge for a course (e.g., an undergraduate who has enrolled in a master's course), please consult the appropriate Associate Dean to determine appropriate ways to approach and/or counsel the student.

8.c. Attendance

8.c.1. Including Attendance Policy on Syllabus

The instructor establishes attendance policies and how attendance/participation in the class

figures in the course grade. Samples of attendance policies are included in section 4 of this document. If attendance will affect a course grade, make that clear in your grading policy.

8.c.2. Conflicts with Large Course Mid-Term Exams

Students may approach you to leave class early because they have an evening mid-term exam in a large course (e.g., biology or calculus mid-term) that conflicts with your course (especially when your section runs 4:30 to 7 PM). It is the student's responsibility to read course notes when registering and to not register for courses that will conflict with evening exams. You are not obligated to accommodate student's requests to leave early and/or to miss class due to a mid-term exam conflict. In addition, the department sponsoring the exam is not obligated to accommodate the student's request to take the exam at a different time, and given the logistics of grading mid-term exams, it is highly unlikely they will do so.

8.c.3. Conflicts with Intercollegiate Varsity and Club Sports Events

The Boulder Faculty Assembly approved separate motions regarding class conflicts and participation in intercollegiate varsity athletic events (2009) and participation in club sports (2010).

If you have a student athlete, the following policies apply:

- It is the student's responsibility to notify each instructor—in the first week of the semester and in writing—about any known conflicts between academic requirements and intercollegiate or club sports athletic events.
- For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate these conflicts.
- While an instructor has the right to refuse to allow make-ups or other accommodations, she or she is permitted to provide such accommodations.
- Intercollegiate varsity athletics during final exams, which are normally forbidden by university policy, must be approved in writing by the BFA Athletics Committee well in advance of the event. Students involved in these events must then work with their instructors in regard to any missed work, as required above.

Consult the Associate Dean if you have questions regarding how to evaluate a teacher candidate's performance due to participation in athletic competition.

8.d. Academic Performance

Instructors with concerns about a student's academic performance should confer with the appropriate Associate Dean (undergraduate and teacher education courses=Jennie Whitcomb) or (graduate courses=Michele Moses).

8.e. Professionalism of Teacher Education Candidates

Instructors are encouraged to contact the Associate Dean for Teacher Ed if they have any concerns about a candidate's professional conduct.

Throughout the semester the Associate Dean for Teacher Ed solicits information from faculty, the Director of Advising, and the Director of Field Experiences about candidates' academic, professional performance and conduct. The Associate Dean requests information regarding candidates who may have demonstrated behaviors, performances, or attitudes that could be potentially damaging to children or professional relationships in school settings.

If a candidate is identified in the monitoring process described above, the Associate Dean may take any of the following actions: no action, request to meet informally with a student, hold an intervention meeting, place the candidate on probation, suspend, or dismiss the

candidate from the Teacher Education Program.

During an informal meeting, a support plan may be developed. If a support plan is developed, the candidate receives and signs a written copy and it is placed in his or her file.

If an intervention meeting is warranted, the candidate is notified in writing of the specific concerns raised about the candidate's performance, the purpose of the intervention meeting, the participants, and possible dates/times. The Associate Dean or Director of Student Teaching convenes the meeting. In addition to the candidate, other participants may include the course instructor, university supervisor, cooperating teacher. The candidate may request to bring his/her faculty advisor or other advocate. The purpose of the meeting is twofold: to identify issues and concerns regarding the candidate's academic or professional performance and to outline specific actions the candidate and other parties will take in response to these concerns, and the timeline for doing so. Typically, a support plan is developed and a follow up meeting is scheduled within the semester. The meeting convener (Associate Dean for Teacher Ed or Director of Field Experiences) is responsible for ensuring a meeting summary or support plan is completed, sent to meeting participants via e-mail or by hand, and placed in the candidate's file, and communicated to faculty who work with the candidate in subsequent semesters. The Director of Advising is responsible for monitoring support plan completion. When an intervention meeting is held during the student teaching semester, the Director of Student Teaching bears this responsibility. Please see the Student Handbook for in-depth discussions of probation, suspension, and dismissal, and appeal procedures.

**University of Colorado, Boulder
School of Education
Instructor Roles and Responsibilities: Teacher Education Program
AY 2013-2014**

GENERAL RESPONSIBILITIES

Setting up Course (syllabus, book orders, readings, CU Learn or D2L)

- Create a course syllabus and performance assessments that address the Performance-Based Standards for Colorado Teachers assigned to your course. The syllabus should follow the designated developmental levels for each assigned standard (e.g., D/P=developing or practicing, S=Satisfied).
- Your syllabus should include the following elements:
 - Course Title, Number, University of Colorado at Boulder, and Semester/Year.
 - Instructor Contact Information. Include office hours even if those are by appointment only.
 - Course Objectives, Themes, Goals.
 - Topical Outline. Typically this is broken out by week.
 - Required Texts/Readings/Resources. Use APA reference format.
 - Optional Texts/Readings/Resources. Use APA reference format.
 - Assignment guidelines and/or rubrics. Include references to Performance-Based Standards for Colorado Teachers at the appropriate level determined for this course (D/P, S).
 - Grading/Evaluation Policy (e.g., how will the final course grade be determined).
 - Role of Performance Based Standards policy statement
 - Role of Practicum in Course Grade policy statement (if practicum-linked course)
 - Mandated Report Policy (if students in course will be in contact with youth)
 - Attendance Policy. Requiring attendance is optional. Make clear impact of non-attendance on course grade.
 - University required syllabus statements for the following: Accommodations; Religious Observance; Classroom Behavior; Discrimination and Harassment; and Academic Integrity.
- Send an electronic copy of this syllabus to your faculty assistant.
- Submit book order and course packet orders by the given deadlines to your assigned faculty assistant.
- Work with your faculty assistant person and the School of Education Academic Technology Consultant to learn more about CU Learn, the university's web-based course support system. If you want to use CU Learn, Cory Pavichich can help you set up a CU Learn site for your course.

Working with Teacher Education Faculty

- Work with other instructors or supervisors in the program to understand how the course content and assessments relate to other courses in the program.
- Attend course-level meetings associated with your course.
- You are welcome to attend School of Education Teacher Education meetings for your program (i.e., Elementary Education, Humanities, CU Teach), depending on your interest and availability.

Administering Course Evaluations (FCQs)

- Administer FCQ (Faculty/Course Questionnaires) at the end of the semester. The Dean's office will distribute these to you, or these may be set up to be administered on line. Specific directions for their administration are included on the envelope. Questions can be directed to Patty McDonald, 303.492.6939.
- Contact Jennie Whitcomb or other course instructors if you would like to administer an informal mid-term course and/or instructor evaluation.

Monitoring Student Progress

- Communicate with other faculty on your team or Jennie Whitcomb regarding any questions or concerns you have about the class as a group, or particular individual students.
- Communicate with Jennie Whitcomb regarding concerns about teacher candidates who are performing below acceptable standards. The School of Education will not recommend anyone for licensure who earns lower than a C- for UG/PBA and B- for MA+ in any course or who does not meet the "satisfied" level on assessments required for licensure by the end of the program.

- Submit grades using the web-based grading option. The final grade for any teacher education course also includes the evaluation of the student's performance in the practicum.
- Identify at the end of term the 2-3 students who are most outstanding both academically and as future teachers for consideration in awarding of scholarship awards.

Field-based Liaison Responsibilities

If you are teaching a course with a co-requisite practicum, you serve as a key contact for the teachers and building staff. To ensure classroom teachers understand your course aims/assignments and to support candidate's learning and development in the field experience, the following are liaison responsibilities associated with your course.

Setting Up Practicum Site(s)

- Collaborate with the Associate Dean for Teacher Education and faculty in your program to design the structure, district/building settings, and assessments for your course practicum placement
- Collaborate with building leader/teacher(s) to work out specific course practicum logistics
 - Start/end dates for practicum placement & weekly hours/days
 - Teachers who host candidates & matching candidates with host teachers
 - Orientation to school (e.g., does principal want to do a welcome/orientation/tour)
 - Daily sign in/out process & parking
 - Expectations from building leaders/teachers about candidate's professionalism, role in school, and/or performance
 - Details with regard to practicum-linked assignments and expectations for what candidates will do during practicum time
- Give Back Activity
 - Coordinate with building or teacher leader(s) a way for CU candidates to "give back" during semester, e.g., provide support on literacy night, provide daycare for parent meetings, chaperone school event, etc.
 - Coordinate with candidates sign up/follow through for "give back" plan

Communicating with Practicum Mentor Teachers at School Site(s)

- Communicate the following information (by email or personal visit) to teachers who host our candidates during practicum:
 - Dates/times CU candidates will be at school
 - Expectations around communication from CU faculty member & candidates
 - Your expectations for candidate learning and key practicum-linked assignments
 - SOE's expectations regarding teacher professionalism
 - Role of mentor teacher in providing feedback to candidate over semester
 - Informal conversations
 - Lesson plans (some programs/courses expect mentor teachers to review lessons prior to teaching them)
 - Observation(s) of candidate's teaching (share any course or program-specific observation forms/tools you would like the mentor teacher to use)
 - Mid-semester Interim Feedback (SOE email)
 - End-semester Evaluation (SOE web survey form)
- At a minimum, prepare a 1-page handout addressing the points outlined above. Many faculty offer to meet with teachers as part of a regularly scheduled staff meeting and/or at a time mutually agreed upon by the principal and teachers. We are also working toward posting information for practicum mentor teachers on our new SOE website.
- If CU candidates have a practicum linked to two concurrent courses (e.g., Elem Ed's 9-block or CU Humanities Literacy Block, or secondary methods and differentiation, coordinate communication with teachers/building leaders).
- Visit each practicum site at least once for methods courses. More visits may be expected, depending on the structure of the practicum experience, practicum-based assignments in your course, and/or the needs of particular candidates.

Practicum Tasks with OSS

- Complete list of candidates and host practicum teacher they are matched with.
- Update the field experience assistant if there is a change in match(es) between candidate and practicum teacher(s) at the school site.

Practicum Tasks with Candidates

- Orient candidates to the role of practicum in the course experience, course grade, and teacher ed program & clarify expectations re: attendance and performance
 - Jennie Whitcomb is available to support you in conducting these orientations
- Ensure candidates prepare and deliver to the practicum teacher a letter of introduction; faculty members usually review letters of introduction prior to sharing with practicum teacher
- Coordinate with candidates sign up/follow through for "Give Back" plan
- Facilitate activities on site that support candidate learning (e.g., observe candidates engaged with k12 students, facilitate walk-throughs or other learning experiences at the building, coordinate meetings with building specialists or other special observation experiences tied to course goals)
- Refer candidates to the Student Handbook section on field experiences and helping them understand their role, how to be proactive in their practicum, and other information in the Handbook.
- Devote regular class time to discuss and integrate practicum-related issues and dilemmas with course content.
- Review mid-semester feedback and confer with candidates for whom issues/problems are identified
- Respond to and work with practicum teacher to resolve practicum-related issues (e.g., candidate's performance in practicum).
- Involve Associate Dean of Teacher Education if problems persist and/or are serious in nature.
- Review practicum observations/assessments completed by the host practicum teacher as part of the candidate's course grade.
- Distribute mid-term practicum feedback to candidates.

EVALUATION

Your final evaluation will be influenced by:

- FCQs (student evaluations)

In addition, the following two sources may supplement the FCQ data:

- Informal observations by faculty or the assistant dean
- Your self-evaluation

Your signature on your contract signifies that you are fully aware of, and agree to comply with, the aforementioned roles and responsibilities. Failure to comply with the commitments specified in this document may result in termination as an instructor in the School of Education.

**University of Colorado, Boulder
School of Education
Instructor Roles and Responsibilities: Graduate Programs
AY 2013-2014**

GENERAL RESPONSIBILITIES

Course Planning and Implementation

- Create a course syllabus that is consistent with general university policies regarding graduate level work.
- Your syllabus should include the following elements:
 - Course Title, Number, University of Colorado at Boulder, and Semester/Year. Usually, this is in the heading and centered.
 - Instructor Contact Information. Include office hours even if those are by appointment only.
 - Course Objectives, Themes, Goals.
 - Prerequisite Knowledge (optional)
 - Topical Outline. Typically this is broken out by week.
 - Required Texts/Readings/Resources. Use APA reference format.
 - Optional Texts/Readings/Resources. Use APA reference format.
 - Assignment guidelines and/or rubrics.
 - Grading/Evaluation Policy (e.g., how will the final course grade be determined).
 - Attendance Policy. Requiring attendance is optional. Make clear the role of non-attendance in course grade.
 - University syllabus statements are included in this handbook for the following: Accommodation; Religious Observance; Classroom Behavior; Discrimination and Harassment; and Academic Integrity.
- Send an electronic copy of this syllabus to your faculty assistant.
- Submit book order and course packet orders by the given deadlines to your assigned faculty assistant.
- Work with other faculty in the program to understand how the course content and assessments relate to other courses in the program.
- Administer FCQ (Faculty/Course Questionnaires) at the end of the semester. The Dean's office will distribute these to you. Specific directions for their administration are included on the envelope. Questions can be directed to Patty McDonald at 303.492.6939.

Monitoring Student Progress

- Communicate with the Associate Dean for Graduate Studies regarding concerns about students who are performing below acceptable standards.
- Submit grades using the web-based grading option.
- Identify at the end of term the 2-3 students who are most outstanding both academically and as future teachers for consideration in awarding of scholarship awards.

EVALUATION

Your final evaluation will be influenced by:

- FCQs (student evaluations)

In addition, the following two sources may supplement the FCQ data:

- Informal observations by a faculty member
- Your self-evaluation

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