

The University of Memphis College of Education



University of Memphis College of Education

The Department of Instruction and Curriculum Leadership

Part-Time Faculty Handbook

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WELCOME TO THE ICL FAMILY!

Thanks for joining our family as a part-time faculty member. You bring a valuable resource to our department that will help us achieve our goals. Your skills, knowledge and experience will enhance the unique learning opportunities we provide students. Many students will carefully watch you facilitate learning in the classroom environment, and they will adapt those skills, ideas, and creative learning experiences to their own teaching and learning situation.

The faculty and students in the ICL department welcome your knowledge and skills. You can and will help us in our efforts to meet the needs and interests of our undergraduate and graduate students. We are committed to providing quality educational programs which will prepare our graduates to serve effectively in their particular learning environments in the 21st Century. This will require us to continually update our knowledge and skills to function effectively in the classrooms and clinical settings. Getting an education today is fairly easy ... the challenge is to keep it!!!

We wish you could meet each member of the ICL family, interact with them and internalize the philosophy and commitment which they display. We are a large department and provide so many services and in so many settings. We do want you to contact the professors who have taught the courses you will teach. They can offer suggestions that will help you get started. When you perceive areas in which improvements can be made, please share those with us. This will help us grow. Your ideas and suggestions are valuable.

Thank you for your commitment to help us continue to make this an exemplary department at The University of Memphis. Please review our **value** statements and help us achieve them. We want our graduates to be proud of what they learn. We want to have a positive impact on their careers.

With Gratitude,



Dr. Rebecca Anderson, Chair
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Allen Seed

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Celia Anderson

Special Education: SPED

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IDT

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Renee Murley

Reading Education: RDNG

Kandi Hill-Clarke

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COEAS/NCATE Director

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Director of Teacher

Education

Sutton Flynt

**Director of Graduate
Curriculum**

Deborah Lowther

**Director of Undergraduate
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Katherine Abraham

Program Staff

Assistant Chair

Katherine Abraham

Office Associate

Shelby Lynn Tate

COLLEGE CONCEPTUAL FRAMEWORK

Preparing Educational Leaders



University of Memphis College of Education

The conceptual framework of the University Of Memphis College Of Education consists of its vision, mission, philosophical commitments, and high expectations for candidate performance as represented by six pillars of effective practice. It ensures that we are engaged with our community, relevant to our stakeholders and disciplines, and leading our profession.

As represented by the COE graphic, three philosophical commitments undergird the College of Education's efforts for preparing educators to serve in P-12 schools:

- All College of Education programs are built on the foundation of a *commitment to diverse communities*. We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships.
- All programs are designed using principles of *effective practice*. We are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields.
- In all programs and practices, we are committed to the notion of leaders as problem solvers who embrace change. We intend to prepare educators to take *leadership* roles in their chosen profession. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

The College of Education's Conceptual Framework for educator preparation is supported by six pillars of effective practice:

- Content Knowledge
- Knowledge of the Learner
- Pedagogy and Instruction
- Management of Classrooms and Individuals
- Personal and Professional Growth and Development
- Assessment and Responsive Practice

PILLARS OF PRACTICE FOR TEACHER PREPARATION

Content Knowledge

- Successful candidates understand how knowledge in their academic discipline is organized, connected and applied, within the discipline as well as across disciplines, and use that understanding to make the content meaningful to their students.
- Successful candidates use the content knowledge and skills of the disciplines to help their students develop thinking, reasoning and analytical abilities.
- Successful candidates use, and help their students learn to use, external resources, especially technology, to access information and support in the disciplines.

Knowledge of the Learner

- Successful candidates address the uniqueness of the learners they encounter through instruction (designed and/or adapted) that addresses different and specific learning needs of individual learners, including the use of assistive technology to increase student participation in the total curriculum.
- Successful candidates address the unique issues of urban settings, including their economic and socio-cultural experiences and perspectives.
- Successful candidates communicate effectively with students and with their families.

Pedagogy and Instruction

- Successful candidates facilitate learning through joint productive activity between teacher and students, and among students.
- Successful candidates apply literacy strategies and develop their students' language competence in all subject areas.
- Successful candidates contextualize teaching and curriculum in terms of their students' existing experiences in home, community and school.
- Successful candidates challenge their students toward cognitive complexity.
- Successful candidates instruct through teacher-student dialogue, especially academic, goal-directed, and small-group conversations (known as instructional conversations), rather than through lecture.
- Successful candidates use current and emerging technologies to design and facilitate developmentally appropriate, active learning opportunities for their students.

Assessment and Responsive Practice

- Successful candidates gather formative and summative evidence of student learning during regular instruction, and use that evidence to monitor and adjust instructional content, strategies, and resources as needed for individual and groups of students.
- Successful candidates design and apply formative assessments that allow diverse students to demonstrate their learning.
- Successful candidates select and administer formal assessment tools, as necessary, and analyze results in order to make appropriate instructional diagnoses and decisions.

Management of Classrooms and Individuals

- Successful candidates have the knowledge, skills and dispositions to organize the classroom environment so that Pedagogy/Instruction and Assessment/Responsive Practice standards are effectively implemented.
- Successful candidates create safe environments where they can address the unique needs of individual learners.
- Successful candidates use resources (e.g. technology, time, materials) effectively to promote positive classroom learning cultures.

Personal and Professional Growth and Development

- Successful candidates are reflective about their work and their emerging practice, and affirmatively seek out opportunities to participate in, learn from and contribute to wider communities of professional educators (e.g. joining professional organizations, seeking out mentors, reading in the profession).
- Successful candidates promote ethical and equitable practices throughout their work; in the classroom, the larger school/district organization, in the use of technology, and in forming partnerships with families and communities.
- Successful candidates demonstrate the ability and willingness to assume leadership for tasks beyond their classroom that contribute to the overall quality of the learning community.
- Successful candidates use professional and appropriate language in all written and verbal communication.

College of Education Norms

I take 100% responsibility.

I neither make excuses nor cast blame.

I seek equity of voice.

I participate, I support, I listen and I perform and contribute in a manner that encourages others to do the same.

I am willing to talk about sensitive issues.

I encourage dialogue and am prepared to discuss sensitive issues.

I listen for understanding.

I neither interrupt nor participate in secondary conversations. I will go directly to the source for information and problem resolution.

I appreciate the strengths and contributions of others.

I need, I want and I value the strengths and contributions of others.

I bring positive energy and encouragement to the team.

I contribute positively; I have high expectations of others and I contribute synergy to the team.

I commit to the mission of the College.

I support and implement the mission; I actively encourage others to do the same.

College Mission

The mission of the College of Education is to provide high-quality undergraduate and graduate instruction, to conduct meaningful research, and to serve our urban and metropolitan communities.

College Vision

The vision of the COE is to be a national leader in the preparation of urban and metropolitan professionals. We envision a College with faculty who improve the intellectual lives of students, conduct innovative research, and create an academic environment recognized nationally and internationally for excellence in teaching, research, and service.

I.C.L. DEGREE

Degree Information

The Instruction and Curriculum Leadership (ICL) Department offers both undergraduate and graduate degrees. The purpose of the program is to prepare students to be leaders within their professional areas of education or education-related settings. The ICL department offers an undergraduate BSED degree and four graduate degrees: MAT, MS, Ed.S, and Ed.D.

BSED The ICL Department offers three undergraduate majors leading towards initial teacher licensure:

Human Development & Learning (Early Childhood PreK-4)

Integrative Studies

Elementary, K-8 (Licensure)

Society Services (Non-Licensure)

Special Education

MAT The Master of Arts in Teaching (MAT) degree is for people who are seeking initial teacher licensure and a master's degree. A bachelor's degree from an accredited institution is required. The concentrations for this degree are:

Early Childhood (PreK-4)

Elementary (K-8)

Secondary Education (7-12)

Special Education (Early Childhood, Modified and Comprehensive)

MS The purpose of the Master of Science Degree is to provide students the opportunity to expand their knowledge base in teaching areas and areas related to education. After admission to the department, the student's baccalaureate degree serves as the base upon which a master's level program of study is planned. For some students the master's degree is a continuation of studies begun at the undergraduate level, for others the degree program provides them the opportunity to expand into other areas of education. The concentration are:

Early Childhood

Instruction and Curriculum

Instructional Design and Technology

Reading (Elementary or Secondary)

Special Education

EDS The Education Specialist is an interdisciplinary degree designed to provide an individualized, flexible program of studies for the educator practitioner in either a school or non-school setting. The concentrations are:

Early Childhood

Instruction and Curriculum

Instructional Design and Technology

Reading (Elementary or Secondary)

Special Education

EDD The Doctor of Education Degree builds upon the students' master's degree by allowing them to specialize in a field of studies and to expand their competencies in research. Students in the doctoral program have the opportunity to individualize their program of studies, through the doctoral residency, thus allowing them the flexibility of an in depth exploration in areas related to their career goals.

The concentrations are:

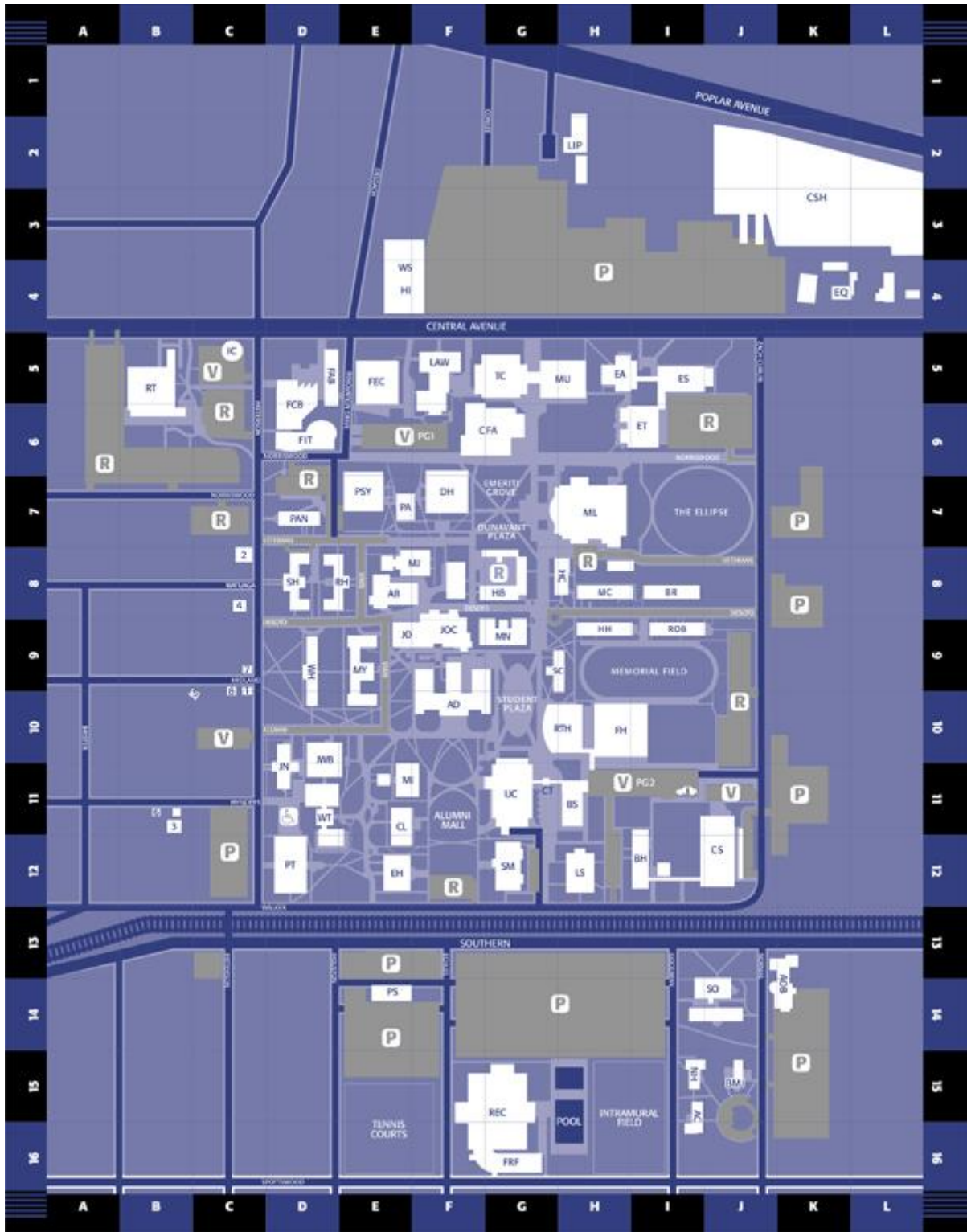
Early Childhood

Instruction and Curriculum

Instructional Design and Technology

Reading (Elementary or Secondary)

Special Education



ACADEMIC & ADMINISTRATIVE

Bookstore/Orders

<http://umemphis.bncollege.com>

The University Book Store is located behind the University Center at 506 University Drive 678-2011 and operates Monday through Saturday. The University Store sells textbooks and supplies required for all courses.

Textbook orders: Textbooks are ordered for your classes 3 to 6 months by the Professor of Record before the beginning of each semester and are stocked in the University Bookstore. You will get Desk copies assigned to you before classes begin. If you wish to use a textbook other than the one adopted for the class you teach, APPROVAL must be obtained from the Professor of Record for the course and the Chair of the ICL department.

Class Attendance

<http://academics.memphis.edu/bulletin/acadreg.html#att>

Instructors may use class attendance in computing grades. If they choose to do so, they must present all students attending the first and second class meetings with a complete written statement of their policy, detailing the weight of attendance in determining the final grade. A student who is absent from the final examination without the permission of the teacher incurs a grade of "F" on the examination and may, depending on the weight of the examination in determining the final grade, incur a grade of "F" for the course.

Instructors will report to the Office of the Registrar, <http://www.enrollment.memphis.edu/registrar/>, all students who have not attended any class meetings during the first two weeks of classes (fall/spring) or the first week of classes (summer). These students will be sent a "Notice of Non-Attendance." Students accept both fee and grade liability at the time of registration. Students who do not attend classes are responsible for processing an official drop/withdrawal on TIGERWEB at www.tigerweb.memphis.edu .

In order to avoid fee or grade liability, students must drop/withdraw prior to the first day of classes for the session in which the course is taught. Students who receive VA benefits or Title IV funds (federal financial assistance) for enrollment fees but who stop attending, may have current and future awards cancelled and may have to repay benefits immediately, whether or not they officially withdraw or drop courses. Furthermore, students who stop attending will be assigned a grade of "F" in courses from which they have not officially withdrawn. Instructors report the last known date of attendance as the student's "unofficial withdrawal date."

Part-time faculty are expected to attend all classes at the scheduled times. Class meeting times, locations or final examination dates may not be changed. Classes are not to be canceled without permission of the department chair. It is helpful to have a one-class contingency plan ready in case of an emergency. In case of personal illness or emergency, the instructor should contact the chair's office (678-3412) and the appropriate person at one of the off campus centers. Make some arrangement with students by establishing a telephone and email network with them in case of illness.

Class Roster

Class rosters will be sent from the Records Office to the departmental office several times during the semester. These rosters will be placed in your mailbox located in Ball Hall room 402. It is imperative that faculty discover enrollment errors early in the semester. Check to be sure that the names and correct social security numbers of all students attending your class appear on the roster. Notify any student who is attending your class whose name does not appear on the official roster so that he/she can contact the Records Office in Wilder Tower, room 003, 678-3928, and make the necessary changes. If a name appears on the class roster and that person is not attending class, contact the Records Office to determine if the student is registered in another class section or has dropped the class.

Adding and Dropping Courses

After the official registration period is over, students may make adjustments in their schedules through the process of adding and/or dropping courses. For dates and times, see the University of Memphis Registrar's homepage, (see attachment). Courses dropped through the 14th calendar day of sessions seven weeks or longer or the 7th calendar day of sessions shorter than seven weeks will not be shown on the student's permanent record. Courses dropped after these days will be shown on the permanent record with withdrawal grades of "W." A student may drop any course or courses up through the last day to drop specified in the University Calendar for that session. (University Calendar is on the Registrar's website, See attachment).

Requests for exceptions must be made by the end of the next regular term following the term in which the grade was assigned, and normally only as part of a request for withdrawal from the University. Exceptions are made only by the dean in the college, in which the student is earning a degree, or by the dean's designee, and only on the basis of such extenuating circumstances as serious personal illness and relocation because of employment. To stop attending a class without officially dropping the course incurs the grade of "F."

Classroom Changes

During the semesters we have had multiple instances of students enrolled in evening classes coming to the Dean's Office unable to find their classes. We try to help them by checking SIS to learn where the classes should meet. Nearly all of the students state they came from that room, but that is not the right room – the professor is not there.

If you change the room for a class for even one session, you should notify the departmental office and the students via the class email. If you are changing the room for the remainder of the semester you must notify the departmental office and have the secretary submit a request to Jo Ann Ammons. Jo Ann will work with the Registrar's Office to have SIS changed to reflect your relocation. Also, you should send an email to the class notifying them.

Classroom Usage

Classroom space usage/assignments are made through the office of University scheduling and may not be changed without permission. If an assigned classroom is inadequate to accommodate the enrollment of your class, contact the ICL department immediately, 678-3412. If you need to rearrange the classroom furniture or other equipment in a room that you are using, be sure that it is returned to its proper position before you leave.

Eating and drinking are not allowed in any classrooms. Smoking is prohibited throughout the entire College of Education building and most other classroom buildings on campus. Similar conditions exist at most off-campus locations. Contact the Director of Extended Programs at 678-2991 to find out specific information that relates to your location.

Course Syllabus

The course syllabus for your course is located on line at:

<http://www.coe.memphis.edu/coe/icl/iclsyllabus.asp>

The syllabi were written by full-time faculty and revised when appropriate. To provide consistency in our curriculum, it is important that you follow the syllabus. It may be necessary for you to expand or personalize your own syllabus to further clarify expectations, assignments and due dates for class activities. There are specific content strands or themes that we consider essential. These strands represent required areas of emphasis, content, or characteristics that are a part of our department goals, curriculum strands, or knowledge base. The syllabus should be presented to students during the first class meeting. Check with your Professor of Record to what grading scale to use A, A+, A-. Etc... The syllabus is important because it is your contract with your students. It gives students parameters within which to function. (See attachment as example)

Duplication of Class Materials

The ICL department provides a limited number of clerical services for full-time and part-time faculty. We will be responsible for your copying needs, taking your messages, and distributing mail.

The beginning of the semester is very demanding due to the large volume of copy requests. Written work requests should be placed in the bin in Room 402. A minimum of two-(2) day's notice prior to the *requested return date* should be given for all copy requests. **All copy requests for tests should be placed in an envelope in the mailbox outside of Ora's door or put in the hand of one of the Staff employees.** If it is after business hours, you may slide the test in an envelope under the door of Room 404 Ball Hall. Blank forms are located in Room 402. (See attachment) **Please Note: Copy requests with less than two days notice must have the Coordinator's approval.** Please adhere to Copyright Laws and avoid placing copy requests for large quantities of materials for students—these items should be set up as Course Packets and purchased by students via the University Bookstore. For off-campus classes, consult with the Director of Extended Programs for the appropriate procedures (678-2991) for duplicating materials.

All Part-time Faculty members are expected to comply with copyright laws that apply to the materials being reproduced.

Because the use of the copy machine is so heavy, we ask that you make every attempt to limit the number of handouts provided to students. Tests, course syllabi, and other necessary printed materials will be duplicated for you. If lengthy handouts are needed, we ask that you place 2 - 4 copies on reserve in the Learning Resource Center located in Ball Hall, room 320, the reserve area of The University of Memphis library, the Dyersburg State Community College library, or the Jackson State Community College library so that students can make their own copies. Copies can be made and bound for sale through the University Store. Our intent is not to inhibit creativity and the necessary use of teaching materials, but we are limited in the amount of copying we can handle. For off-campus classes, consult with the Director of Extended Programs for the appropriate procedures (678-2991) for duplicating materials.

Emergency Procedures

In case of hazardous road conditions and/or class cancellations due to Inclement Weather/Emergencies please call 678-0888 for the latest information on class meetings. You should contact the departmental office and the off campus locations if you are teaching an off-campus class. Students will be notified through the local media and can also call 678-0888.

In the event of a health threatening situation or other emergency, call the campus security office at 678-4357 immediately. On campus "911" calls are blocked. Notify security concerning the type of emergency and give them specific details of the situation. The campus security office will notify the appropriate agency. Please follow appropriate emergency procedures at off-campus locations.

In case of a weather emergency, all students and faculty should move to the first floor of the building and wait in the halls away from the windows until the emergency has passed.

Equipment

All classrooms in the College of Education are Smart classrooms which are equipped with audio visual equipment:

The ICL Office Staff have a couple of TV/VCR's for use in classrooms that are located in Ball Hall only. If you are in need of equipment in other classrooms on campus please contact LRC to sign out Smart Carts at 678-2355 or contact Debra to check if the building you are teaching in has equipment for you to use instead.

The ICL Office Staff also has Harry Wong tapes you may use in the required classes. Please contact Debra as soon as possible to sign out any of the equipment because they get reserved fast by both the ICL Faculty and Part-time Faculty, quickly.

Evaluation (SIRS)

SIRS evaluations are now to be completed online via the University of Memphis portal at <http://spectrum.memphis.edu> . To access the forms, students should log into Spectrum and click on the gray "Courses" tab. The "SIRS Course Evaluations" channel (rectangular information/navigation box) is located on the Courses page.

Students attending the first summer session can complete their SIRS for this term's courses from now until the day before scheduled finals. In the semesters that follow, the site will be opened to the students for three weeks prior to the end of the semester. In every case, the site will be closed the day before finals are scheduled.

We strongly urge students to complete these forms. We hope having SIRS online will prove to be an easier and more efficient method of gathering evaluation data.

The site is <http://www.memphis.edu/sirsreports> . If you are using "Internet Explorer", use your UUID (first part of your email address). Make sure your UUID is correct. IF incorrect, there will be no report. If everything is correct, there is an authorized official in each department who can pull up the scanned reports and print them for the chair and or faculty member. Janice Cook at jcook@memphis.edu. It should be the same person that is authorized to handle Effort Certification for the faculty. Please ask that person to pull up the list to see if the report is there. If the report is not there, please call Client Support (computer services 8888) and ask them to check into it and call you back.

Examinations

The schedule for final examinations is published in the Schedule of Classes each semester. Examinations should start promptly at the designated times. A Part-time Faculty member may not give an examination at a time other than the scheduled time except with written permission from the department chair. Make-up examinations may be given after the scheduled time to students who were absent during the examination period and who can justify their absence. A student who has an unexcused absence from the final examination period incurs a grade of "F" for that examination.

Some form of examination is required for all courses. The form, format, and frequency are left to the discretion of the faculty member. The use of more than one type of examination (essay, multiple-choice, application, etc.) is often appropriate and affords students more latitude of expression. It is the responsibility of the faculty member to see that assignments and evaluative criteria are provided in writing for each course. The use of evaluative criteria and informing students of their progress should be nondiscriminatory both in intent and practice. Prior to the last day to drop a course, students should be informed of their progress. This can be accomplished by administering examinations and providing progress information to students prior to this date each semester.

GRADING GUIDELINE

Grading Policies

If a faculty member plans to use the plus/minus grading scale, this information must be indicated in the course syllabus. The use of the plus/minus grading scale is not mandatory. The grading scale and other related information is provided on the Registrar's web page.

Provide some detail relative to how grades will be determined. This includes not only a scale (e.g. 90-100 = A; 80-89 = B, etc.), but also the value or weight given to each experience. Criteria used to evaluate presentations, readings, papers, and other assignments should also be clear. Typically, class presentations should not take more than 20% of the total contact time allotted for a course. This would equal no more than eight clock hours for a typical three semester hour course. If presentations are required, students should be informed in the syllabus at the beginning of the semester concerning how points or a specific grade will be determined for their effort. All major papers, projects and/or portfolios should be returned to students prior to final exam week.

Grade Appeal

<http://academics.memphis.edu/bulletin/acadreg.html>

There is an appeal process for students who believe a grade they received in a course is not appropriate. The student should first discuss the matter with the part-time instructor. It is important for you to be able to produce all records for the course and to discuss them with the student in detail.

If the situation cannot be resolved, undergraduates are to describe their concerns in writing to the department chair to officially begin the appeal process. Graduate students are to obtain an appeal form from the Graduate School in the Administration Building, room 215, 678-2531, complete it, and deliver it to the department chair. This form is necessary in order to file a formal appeal for a graduate course. After meeting with the faculty member and the chair, the student can then, if necessary, meet with the Dean. If a solution is not reached at this point, the appeal with accompanying information from the parties involved is forwarded to a university appeals committee for review. See the University Student Handbook, <http://www.memphis.edu/students.htm> under "helpful and needful information" for further information regarding the grade appeals process.

Incomplete Grade

An incomplete grade may be given to students who for some appropriate reason cannot complete the course assignments. Students have 45 days after an incomplete grade is entered to complete the work or the grade automatically becomes an "F." When all assignments are completed, the instructor is responsible for completing the form shown in the supplement section of this handbook and turning it in to the records office located in room 003 Wilder Towers.

Grading Scale

Grading Scale in Individual Courses

The grading scale of each course is determined by the Professor of Record, i.e. the number of points required in that course to earn an A, B, etc. This information should appear in the syllabus that the student receives for the course.

Cumulative Statistics

Please note that the cumulative statistics viewed by students on TIGERWEB are the most recent cumulative statistics. All courses that have been completed are included in the cumulative GPA even though a past term's grades are being viewed. For example, if Fall 1999 grades are viewed, the cumulative statistics shown with Fall 1999 will include any additional credits and grades earned during later semesters.

Plus/Minus Grading Scale

<http://www.enrollment.memphis.edu/registrar/Grades/gpa.htm>

Please note:

1. Only grading scales for undergraduate and graduate level courses are discussed here. Law courses have a separate grading scale; refer to the Law School's [Academic Regulations](#) for information.
2. An A+ is not worth any more quality points than an A. *What is the advantage, then?* A+'s are recorded on your transcript. If you are interested in pursuing graduate work or entering a professional school (Law, Medical, Pharmacy, etc.), the A+'s will help your candidacy.
3. The U of M does not assign a "D-" grade.

THE UNIVERSITY OF MEMPHIS GRADING SCALE

GRADE	QUALITY POINTS
A+	4.00
A	4.00
A-	3.84
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00

Calculating Your GPA

Your GPA is calculated by dividing the total number of Quality Points you **earned** by the number of Quality Hours you **attempted** in courses in which grades of A+ through F are assigned. Grades of AD, CR, I, IP, NC, S, T, U, W, and WD do not have Quality Point values and are, therefore, not included in the GPA calculation. (These grades are discussed below.)

The first attempts of courses that have been repeated are excluded from the cumulative GPA.

Each term, your semester and cumulative GPA will be indicated with your grades. Let's look at an example of calculating your GPA:

EXAMPLE: GPA CALCULATION

SUBJECT	QUALITY HOURS	GRADE EARNED	QUALITY POINTS
ENGL 1020	3.00	B+ (3.33)	9.99
PHYS 1002	1.00	A- (3.84)	3.84
PHYS 1020	3.00	C+ (2.33)	6.99
CHEM 1010	4.00	B- (2.67)	10.68
HIST 2020	3.00	A (4.00)	12.00
POLS 1101	3.00	F (0.00)	0.00

1. Add the Quality Hours: $3 + 1 + 3 + 4 + 3 + 3 = 17.00$ hours
2. Determine your total Quality Points:
 - For each course, multiply the number of Quality Hours for that course times the number of Quality Points indicated on the grading scale above. Example: ENGL 1020 is a 3.00-hour course. Multiply 3.00 hours x 3.33 (the Quality Points for a B+); the product will be 9.99 Quality Points earned for ENGL 1020.
 - Add the Quality Points for all courses: $9.99 + 3.84 + 6.99 + 10.68 + 12.00 + 0 = 43.50$ Quality Points.
3. Divide the total Quality Points by the total Quality Hours to determine your GPA: $43.50 / 17 = 2.558$ (GPA is carried to three decimal places, with no rounding).

FIELD EXPERIENCES

Clinical Field Experience (Jennifer Nelson & Angela Christopher)

The mission of the clinical / field experiences at The University of Memphis is to allow students to observe and interact with teachers, students, and other support personnel in diverse settings that include multicultural, urban / suburban school settings as well as other community settings. Extensive experiences in structured observations, tutoring, small group interaction, and whole class instruction are required in order to provide a meaningful developmental transition from theory to student teaching. The definition of clinical / field experiences refers to any experiences in the field before the semester of student teaching that include observation, tutoring, small group instruction, and large group instruction.

Clinical / Field Experience Guidelines

1. All faculty members, full-time and part-time, should receive a syllabus that explains the clinical / field experiences component for the particular course to be taught.
2. Clinical hours designated in the syllabus for clinical / field experiences are minimums. Instructors may require more as deemed necessary to fulfill course requirements.
3. Packets that explain the procedures for making requests for clinical / field experiences are available in the Undergraduate Curriculum office located in Ball Hall, room 200, telephone (678-4731). Packets based on the most current syllabus available will be distributed to instructors each semester.
4. Observation and evaluation forms are only suggestions. Instructors may use forms that reflect the material of the course being taught and the particular clinical / field experiences required to support that material.
5. Instructors must make arrangements for clinical / field experiences for certain classes.
6. Summer classes require the same clinical / field experiences as classes during the regular academic year.
7. Students taking classes at off-campus sites or commuting to The University of Memphis for classes must also participate in the required clinical / field experiences.
8. No clinical/field experiences are to be waived for students in initial licensure teacher education programs or in add-on endorsement programs.

PART-TIME FACULTY INFORMATION

Graduate Faculty Status

<http://academics.memphis.edu/gradschool/gradfac.html>

The integrity of graduate programs rests fundamentally on the capabilities of the faculty. The policy regarding graduate faculty status is intended to ensure that student research and coursework are being directed by faculty members who are actively engaged in original scholarship and are current with respect to important developments in their discipline. There are six different categories of membership to the graduate faculty: full, associate, adjunct, adjunct research co-mentor, teaching adjunct, and affiliate. The general procedure to attain membership to the graduate faculty is outlined online.

Identification Cards

Identification cards are issued through Human Resources, please contact Shelby Tate, 678-3921 for paperwork.

EQUIPMENT FOR CLASSES

Audio-visual equipment such as VCRs and monitors should be reserved with Debra Nichols (dnichls1@memphis.edu 678-3412) at least one week in advance of the intended use. You will need to pick the equipment up in the ICL office and make arrangements for its safe storage if the office is closed.

Library Resources

<http://exlibris.memphis.edu/>

Books and other materials may be checked out from the McWherter Library by presenting your identification card. Audio-visual materials and equipment may also be checked out from the library's Learning Media Center (678-2098).

Research papers and outside readings are expected for many classes. It is your responsibility to make assignments that can be completed using resources available to students. Materials can be placed on reserve for student use. If you are teaching at an off-campus location, talk with the Director of Extended Programs <http://www.extended.memphis.edu/off-campus01.html> (see attached) for library and reserve information at your particular location.

Mail and Messages

Office space has been provided for Part-time Faculty, Ball Hall room 415 (lounge area). You will share a computer, telephone, and desk. At the beginning of each semester your name will be placed over a mail slot in the departmental mail room, Ball Hall 402. All departmental memoranda, notifications, and other information from the college or university will be routinely placed in the mailbox directly below your name. Students should be informed of your mailbox location in case they need to leave information for you. *We suggest that you check your mailbox frequently.* Off-campus faculty should check with the Director at the Off Campus Center concerning mail and messages. Departmental matters and other communication can be accomplished by providing the department with your University of Memphis e-mail address and day time contact number.

Telephone messages will be taken for you in the departmental office (678-2365) and placed in your mailbox. Off-campus faculty should also check with the off campus office as well. If our part-time faculty feel that it would be more convenient for a work or home telephone number to be available to your students, please notify them directly and give the information to the Staff in ICL. These telephone numbers must be on file with the departmental office so that you can be contacted when necessary. You may leave outgoing mail in the departmental office. Postage for University business is charged to the operating budget of the sending department by account number.

Mentors

Because of the important role you perform and the need for programmatic consistency, you will be assigned a mentor from among the ICL faculty. Typically, this will be a full-time faculty member who either teaches or has taught the course you will be teaching. This faculty member is familiar with the course and the procedures involved in teaching it. This individual will serve as your faculty contact. If you have procedural, content, or assignment-related questions, please contact this faculty member or the department chair for assistance. Their office numbers and home numbers are located in this handbook. We are here to help you do the best your potential allows. You are also invited to contact other ICL faculty members whom you feel may provide valuable assistance in your work.

TECHNOLOGY

Computer Labs

The third floor of Ball Hall has four computer labs. Three of the computer labs are open to students and faculty for general purposes computing needs and courses. Each room has a projector and screen for instructional purposes. All of the computers are equipped with Windows 2000. The computer labs in rooms 310, 314, and 318 are open from 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 4 p.m. on Friday, and 9 a.m. to 1 p.m. on Saturday, excluding times reserved for classes. Rooms 310 and 314 are equipped with Mac computers. The computers in room 310 have only zip disk drives, whereas, the computers in room 314 have zip disk drives and floppy disk drives. The computers in lab 318 are PC only and have zip and floppy disk drives. Printing in all labs requires a TigerLan account and password.

The computer lab in room 307A is called the Advanced Instructional Media Lab. It is not an open lab and may not be scheduled for classes. Faculty and students are restricted to high-end media development. The center is designed to provide support for faculty who are developing online learning multimedia. Contact the center or stop by room 307A to discuss how the center can help support your instructional development needs. Contact the Advanced Instructional Media Lab at (678-1773)

Part-time Faculty should contact Jermine Eady at 678-2362 for scheduling class usage of any of the four labs or for any room in Ball Hall.

Technology Resource Locator - TRL

Room Name	TigerLAN	Seats	Hours / Contact / Equipment
Ball Hall 312	No	24	Click Here
Ball Hall 316	Yes	25	Click Here
Carrier Center (Collierville) CC103	No	19	Click Here
Carrier Center (Collierville) CC122	Yes	24	Click Here
Clement Hall 219	Yes	31	Click Here
Dunn Hall 124	Yes	30	Click Here
Dunn Hall 207	Yes	21	Click Here
Dunn Hall 232	Yes	15	Click Here
Ellington Hall 301	Yes	16	Click Here
Engineering Science 229	Yes	10	Click Here
Engineering Technology 216	Yes	22	Click Here
Engineering Technology 236	Yes	46	Click Here
Engineering Technology 312	No	46	Click Here
Fieldhouse 162	Yes	25	Click Here
Fogelman Business 256	Yes	5	Click Here
Fogelman Business 373	No	36	Click Here
Jackson State Community College 100	No	19	Click Here
Johnson Hall 219	Yes	21	Click Here
Jones Hall 309	No	20	Click Here
Jones Hall 311	No	20	Click Here
Kemmons Wilson School 148	Yes	15	Click Here
Law School Level C	Yes	22	Click Here
Life Sciences 237	Yes	18	Click Here
Manning Hall 407	Yes	15	Click Here
McWherter Library 100	Yes	53	Click Here
McWherter Library 225	No	35	Click Here
McWherter Library 300	Yes	18	Click Here
McWherter Library SDS	Yes	7	Click Here
Meeman Journalism 202	No	17	Click Here
Meeman Journalism 206	Yes	16	Click Here
Millington Navy College 110	No	21	Click Here
Millington Willis Hall 104	No	12	Click Here

Millington Willis Hall 204	No	12	Click Here
Mitchell Hall 401	Yes	24	Click Here
Mitchell Hall 415	No	2	Click Here
Music 102	No	17	Click Here
Newport Hall 113	Yes	15	Click Here
Patterson Hall 225	Yes	5	Click Here
Patterson Hall 229	No	14	Click Here
Psychology 102	Yes	10	Click Here
Rawls Hall 100	Yes	4	Click Here
Richardson Towers 118	Yes	11	Click Here
Scates Hall 209	Yes	6	Click Here
Scates Hall 214	Yes	6	Click Here
Smith Chemistry 110	Yes	24	Click Here
Smith Chemistry 112	Yes	58	Click Here
Speech and Hearing Center 272	No	14	Click Here
Speech and Hearing Center MED	No	4	Click Here
Speech and Hearing Center South Campus K44	No	4	Click Here
Theater and Communications 215	Yes	20	Click Here
Theater and Communications G24	No	8	Click Here
West Hall 100	Yes	6	Click Here
Ball Hall 314	No	24	Click Here
Clement Hall 217	Yes	16	Click Here
Dunn Hall 208	Yes	15	Click Here
Dunn Hall 230	Yes	15	Click Here
Dunn Hall 234	Yes	10	Click Here
Engineering Science 313	No	7	Click Here
Fogelman Business 100	Yes	50	Click Here
Jones Hall 259/253D	No	6	Click Here
Jones Hall 301	No	19	Click Here
Jones Hall 408	No	16	Click Here
Law Clinic 100	No	8	Click Here
Law School 303	Yes	18	Click Here
Manning Hall 214	Yes	20	Click Here
Meeman Journalism 208	Yes	16	Click Here
Meeman Journalism 210	No	12	Click Here
Meeman Journalism 320	Yes	8	Click Here
Patterson Hall 227	Yes	12	Click Here
Psychology 103	No	10	Click Here
Theater and Communications 216	No	12	Click Here
Wilder Tower 600	Yes	6	Click Here
Wilder Tower 700	Yes	7	Click Here

Cont...

To meet the needs of faculty teaching in campus buildings other than Ball Hall or the Field House, LRC has 4 laptops with projectors in carrying cases (with wheels) that can be scheduled and checked out.

The Smart & Multimedia Classrooms are available. Consider reserving Smith 110 if you need a classroom where your students can get some hands-on computer training or present their final PowerPoint projects. Smith 110 can accommodate 28 students. Extras include an LCD projector, an instructor station, a video presenter, a VCR, a laser disc player, a Smart Board, and a printer. The classroom is reserved on a first-come-first-serve-basis. For information, call the Training Center office (678-4191). In addition to Smith, there are 18 large classrooms that have been retrofitted with multimedia instructor stations. When these classrooms are not in use, they are available for scheduling. For information, call (678-5957) or (678-2807).

UNIVERSITY OF MEMPHIS GUIDELINES

Academic Misconduct

Proceedings before the Academic Integrity Committee may be initiated by a faculty member or student as provided:

1. Request for Hearing by Faculty Member: a faculty member who has good cause to believe that a student has engaged in academic misconduct in connection with a course taught by the faculty member or an examination proctored by the faculty member, or his or her designee, may request a hearing of the allegation of academic misconduct by contacting the Chair of the Academic Integrity Committee or the Judicial Officer.
 - a. A student found responsible for academic misconduct by the Academic Integrity Committee may be awarded a grade of "F" for the course, assignment, or examination at issue, and is also subject to additional disciplinary sanctions outlined in Section VI of this Code.
 - b. The Academic Integrity Committee shall determine and impose sanctions independently of the Judicial Officer.
2. Summary Discipline: a faculty member who has good cause to believe that a student engaged in academic misconduct in connection with a course taught by the faculty member or an examination proctored by the faculty member, or his or her designee may choose to exercise Summary Discipline as outlined below.
 - a. A student's grade in the course, or the assignment or examination affected by the alleged academic misconduct may be lowered to any extent, including a grade of "F".
 - b. When a faculty member exercises Summary Discipline, the faculty member shall notify the appropriate department chair person of the action. The department chairperson shall notify the affected student in writing of the faculty member's exercise of Summary Discipline and advise the student of his or her right to appeal the Summary Discipline to the Academic Integrity Committee.
 - c. Student Appeal of Summary Discipline: a student may appeal an exercise of Summary Discipline by a faculty member to the Academic Integrity Committee. To initiate an appeal of Summary Discipline, the student must contact the Chair of the Academic Integrity Committee or the Office of Student Judicial Affairs within five (5) class days of receipt of notification of the summary action.
 - d. Multiple Acts of Academic Misconduct: A student who receives more than one "F" as a result of Summary Discipline, may be summoned to appear before the Academic Integrity Committee, and may be subject to additional disciplinary sanctions described in Section VI of this Code.

Classroom Misconduct

1. The instructor has ultimate control over classroom behavior and may eject from the classroom any student engaged in disruptive conduct. Disruptive conduct is defined as conduct which may include, but is not limited to, intentional interference with the normal classroom procedure or presentation of the instructor or other student(s) and/or interference with another student's right to pursue coursework.
2. The instructor shall report the incident to the Office of Student Judicial and Ethical Programs and the department chair.

The Judicial Officer will meet with the instructor and the chair to determine the appropriate action before the next class period. If there is disagreement as to readmission, the student will be excluded from the classroom pending a hearing. If there is agreement for readmission, the student will be readmitted subject to disciplinary action (see section V).
3. When it is determined that the student should not be readmitted, or where there is disagreement, the Judicial Officer shall arrange a hearing. The hearing should be before the dean of the college where the incident occurred or a designee, the Judicial Officer or a designee, and a student appointed by the President (three member committees). The purpose of the hearing will be to determine whether the student will be readmitted to the classroom. The hearing must be conducted within five (5) class days under the procedures set forth in the section entitled "Disciplinary Procedures" of this handbook.

An appeal is available to the President of the University.
4. When a student is readmitted and circumstances warrant, the Judicial Officer may initiate formal disciplinary charges set forth in the section entitled "Disciplinary Procedures" of this handbook.

Parking permits

Parking permits can be obtained from the Parking office located at 3918 Central Avenue 678-2212. Payment of parking fees is handled through the Bursar's Office located in the Wilder Tower room 115. Part-time faculty teaching at off-campus sites should adhere to local policies for parking.

Payroll

Arrangements for monetary payments are handled through Shelby Tate in the ICL office. Part-time faculty teaching off-campus may complete all forms through The University of Memphis Jackson Center. Be sure that you have completed the required applications, contracts, and payment forms at the beginning of each semester. Copies of these forms are included in the supplement section of this handbook and in your personnel file.

All payroll checks will be deposited directly into your bank account. The appropriate forms will be provided for you at the beginning of the semester. Please secure these forms from Shelby in room 404 of Ball Hall.

Plagiarism

Plagiarism is taking the words or ideas of another and claiming them as your own. It is, quite simply, theft: a person's words and ideas are recognized in law as a person's property. At the very least, it deceives readers. Intent or lack of intent is not a required component of the definition of plagiarism. Moreover, the English department fully endorses the university's policy on plagiarism, quoted below. The possible penalties for plagiarism include failure in the course, suspension from the university, and/ or expulsion from the university. Therefore, students must exercise great care to avoid the suggestion of plagiarism. We discuss the issues regarding plagiarism and the ways to avoid it in our courses.

University of Memphis' plagiarism policy defines plagiarism as a "paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials" (*U of M Student Handbook*). Plagiarism is considered academic misconduct and results in serious penalties.

Bringing Children to Class

It is University policy that students may not bring children, especially small children, to class. It is a distraction for both the adjunct professor and the students enrolled in the class. This implies distractions which can reduce the effectiveness of the learning environment. This would be unfair to the other students. It would be appropriate for you to privately ask the student to leave the classroom.

Also, students in your class who are responsible for young children should not leave them unattended in the halls or other areas of the building in which you are teaching. It would probably be prudent to mention this policy during your first class meeting. Students who are absent from the first class meeting should be informed when they attend the next class session.

Sexual Harassment Policy

The University will not tolerate behavior between or among members of the University community that creates an unacceptable working or educational environment. Allegations of sexual or any other type of harassment should be reported immediately to the University Affirmative Action Officer, Michele Banks, at 678-2713.

Such actions are prohibited not only by University policy, but also by Section 703, Title VII, of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Violations of these Acts may subject the University and/or individuals to disciplinary action and may have legal consequences.

Professional Considerations

As a professional, you are responsible for the tone and attitude in your class. Your own dress, comments, and general attitude toward students reflect the level of expectation and seriousness with which you view the course and the students. These expectations should also be reflected in your behavior and in the expectations outlined in the course syllabus. It is also important to remember that the manner and tone in which students are addressed is very important in establishing a positive, caring environment. The ICL values provide guidance in dealing with students, professors and support personnel.

Careful attention should be given to oral and written comments, or gesturing that may be perceived as reflecting bias due to race, culture, religion, gender, or any other factor. As a professional, specific examples and references in both formal and informal situations are to be representative of a multicultural, global perspective. You are expected to behave in a controlled, respectful manner even when faced with inappropriate behavior on the part of students or when stressful circumstances occur.

It is best to arrive a few minutes before your class is scheduled to begin. You will have the opportunity to arrange the classroom furniture and organize learning materials. This will give you time to prepare for class and will give the students time to get to know you. Be available to students before class, during breaks, and after class. Since most adjunct faculty does not generally keep office hours, this is the only access students have. Please make the extra effort to answer students' questions or help fine the answers for them. This will allow you to foster a positive classroom atmosphere and provide students with an opportunity to reduce or eliminate potential confusion concerning assignments or course content.

The first class meeting should be a full class meeting. This sends a direct message to students that you are serious about the course and that class time is important. As a general rule, it is best to over prepare for each class meeting. It is also important that you meet all classes before holidays and on scheduled exam dates. Exceptions must be requested in writing through the department chair's office at least two weeks prior to any anticipated change in the scheduled meeting time and dates.

Take time during the first two class meetings to review expectations and items appearing on the syllabus. If changes are needed, make them and issue a revised syllabus or addendum to your syllabus or activity sheet for the course. Students need a written listing of assignments, due dates, test dates, special events, presentations, and other specific details concerning course requirements.

Make every effort to return test papers, written assignments, lesson plans, and other written work in a timely manner (one week is preferable, but no more than two weeks). Test results should be reviewed with students in general and if necessary, individual explanation sessions can be held before or after class. Students should be allowed access to the test materials so that they can review them and discuss their performance with you. Include written comments, remarks, and notations that explain your evaluation of the work. It is appropriate to inform students about the format and length of tests to be used in the course.

Use a variety of instructional strategies such as demonstrations, small group interaction, guided discussion, case studies, media, resource persons, on-site visitations, and pre/post class reviews of key ideas for each class period.

Practice what you preach as an instructional leader. Demonstrations, use of community resource persons, school and business leaders and other reality-based delivery strategies should be used. A "theory-to-practice" model is suggested. With you as the expert, students should be exposed to numerous opportunities to observe your modeling various techniques, processes, or concepts.

UM DRIVE & Web for Faculty

Dr. Lee Allen will present, see supplemental materials