Handbook for Lecturers

Revised June 2017

Contents

About the School of Public Affairs

Our Mission: The School of Public Affairs prepares the next generation of leaders in public service and criminal justice professions to solve society's most pressing problems. Working together, faculty, staff and students also conduct research that improves the quality of life and informs policy making and management in the public and nonprofit sectors.

The nationally-ranked School of Public Affairs, or SPA, offers degree programs in public administration, public affairs, and criminal justice. Our largest program, the Master of Public Administration, prepares students to take leadership roles in the government and nonprofit sectors. Students enrolled in the PhD in Public Affairs program are typically interested in academic and research-based careers. In the field of criminal justice and criminology, SPA offers both a bachelor's degree and a master's degree. For more information about our degree programs, including information about required coursework and available concentrations, visit our website at www.spa.ucdenver.edu.

The University of Colorado Denver shares the downtown Auraria campus with two other institutions, the Community College of Denver and Metropolitan State University of Denver. Most SPA classes are taught in classrooms on the Auraria campus, although a few classes are taught at SPA's offices at the Lawrence Street Center. For a map of the Auraria campus, see page 40.

In addition to the Downtown Denver campus, SPA offers classes online and at UC south campus. This handbook is intended for lecturers who will be teaching on the Downtown Denver campus or teaching online courses offered through the Downtown Denver campus.

SPA is housed on the fifth floor of the Lawrence Street Center, at 1380 Lawrence Street in downtown Denver, across Speer Boulevard from the Auraria campus. If you will be coming to SPA for two hours or less, there are usually parking meters available within a block or two. If you need to stay for a longer period of time, the parking garage at the Denver Performing Arts Complex is located one block east of the school, and parking is also available on the Auraria campus with your university ID card.

For more information, visit SPA's website at www.spa.ucdenver.edu.

We welcome suggestions for improving this handbook and other resources for lecturers. Please contact SPA Scholar in Residence Jane.hansberry@ucdenver.edu

Important Contact Information

At the School of Public Affairs:

Name	Position	Phone (303)	Email
Paul Teske	Dean	315-2805	Paul.Teske@ucdenver.edu
Kelly Hupfield	Associate Dean	315-2898	Kelly.Hupfield@ucdenver.edu
Tanya Heikkila	Associate Dean	315-2269	Tanya.Heikkila@ucdenver.edu
Sheila Huss	BACJ Program Director	315-0526	Sheil.Huss@ucdenver.edu
Lori Hughes	MCJ Program Director	315-2989	Lorine.Hughes@ucdenver.edu
Jane Hansberry	Director, MPA Program and Lecturer Coordinator	315-0177	Jane.Hansberry@ucdenver.edu
Chris Smith	Faculty Affairs Coordinator and Asst. to the Dean	315-2074	Chris.Smith@ucdenver.edu
Elizabeth Pae	Director, SPA Human Resources	315-0039	Elizabeth.Pae@ucdenver.edu
Rob Drouillard	Director, Information Technology	315-2211 249-6816 (cell)	Rob.Drouillard@ucdenver.edu
Lauren Davis	Course and Data Coordinator and HR Coordinator	315-2491	Lauren.E.Davis@ucdenver.edu
Dawn Savage	Student Services Coordinator (Dawn handles all students last name A-L)	315-2743	Dawn.Savage@ucdenver.edu
Antoinette Sandoval	Student Services Coordinator (Antoinette handles all students last name M-Z)	315-2487	Antoinette.Sandoval@ucdenver.edu
Nora Scanlon	BACJ Academic Advisor/Program Coordinator	315-0021	Nora.Scanlon@ucdenver.edu
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Brendan Hardy	Director of Student Recruitment and Career Services	315-2074	Brendan.Hardy@ucdenver.edu
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SPA's website: www.spa.ucdenver.edu

At the University of Colorado Denver:

- UCD Access (for class rosters, grade submissions, and employee information in areas such as pay and training):   https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html

- CU Denver Online Network for Faculty and Staff Resources: http://www.ucdenver.edu/faculty_staff/Pages/FacultyandStaff.aspx
- CU Denver Center for Faculty Development (new faculty orientation and resources for improving teaching): http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Pages/default.aspx
- CU Online (resources for online classes and technical assistance with Blackboard and eCollege): http://www.ucdenver.edu/academics/cuonline/Pages/CUOnline.aspx

At the Auraria Campus:

- Auraria Library: 303-556-2585 or http://library.auraria.edu
- Campus Security: 303-556-5000 or call 911

Hiring and New Employee Orientation

Congratulations, you're a SPA lecturer! That means that you have been hired to teach one or more classes in a given semester. As a lecturer, you are a member of SPA's faculty during the term of your appointment. SPA's faculty also includes persons who work full-time at SPA, such as tenured/tenure track professors and non-tenure-track professors and instructors.

Lecturers are important to educating SPA students because they bring a "real-world" perspective to the classroom. Lecturers are often working in a field relevant to public affairs and/or criminal justice while they are teaching SPA classes. SPA's hiring of lecturers depends on scheduling needs and faculty availability, so please be aware that your appointment as a lecturer is tied to the class you are teaching, and we cannot guarantee that you will continue to teach SPA classes in subsequent semesters.

As a new employee, you'll need to take care of some administrative details so we can incorporate you into the CU system.

Step One: **Meet with SPA's Director of Human Resources, Elizabeth Pae**. Elizabeth will contact you to set up a meeting. You will need to bring the following *required* documentation with you when you meet, in order to be hired by the university: your driver's license or passport; your Social Security card; and a voided check for direct deposit set-up. Completion of the paperwork takes about ½ hour. You will receive a follow-up e-mail after your meeting with Elizabeth that will include your employee ID number and other pertinent information.

Step Two: **Send additional required documentation for your personnel file directly to Elizabeth:**   your current resume/vitae; official transcripts from the institution where your highest degree was obtained; and three letters of recommendation, with original signatures, regarding your teaching qualifications. These documents should be scanned and emailed directly to Elizabeth at Elizabeth.Pae@ucdenver.edu.

S**tep Three**: **Get your employee ID card.** Take the paperwork that Elizabeth gave you during your initial meeting with her to the Tivoli Student Union, which is across Speer on the Auraria campus. The ID office is located on the main floor in the center of the Tivoli. You will need the ID card to use the Auraria library and to park in certain Auraria parking lots.

Step Four: **Get your university computer account and e-mail address.** Your university computer account and e-mail address is set up automatically after your appointment is entered and approved. *Please note: entry and approval times depend on workload and system availability.* SPA's IT coordinator, **Rob Drouillard** (rob.drouillard@ucdenver.edu), will contact you once your accounts have been created. He will e-mail you your user name and password and instructions on how to access and manage your e-mail through the CU Denver Webmail system.

Please keep in mind that **the university considers your CU Denver e-mail the official means of communication**, so please check it regularly or set it up to forward to another e-mail account. (Forwarding instructions are included in the e-mail from Rob). You will also be added to the SPA Lecturers e-mail distribution list, so that you will receive any announcements from SPA on issues

relevant to lecturers. Please feel free to contact Rob if you have any problems, questions or concerns regarding your new account.

Step Five: **Contact the Auraria library to be entered into the library system**. You can do this in person, by phone (303-556-2585) or online at the library's website: http://library.auraria.edu. The library will confirm that you have been entered into their system. You can then use your ID card to check out books. To access online resources such as journal databases, go to the library's website and enter your first name and last name, and a password.   Your password will be three zeroes followed by your employee ID number.

Step Six: **Take online training required for new lecturers.** CU Denver's Center for Faculty Development offers a 45-minute online orientation for lecturers and other part-time faculty. This orientation has three modules that contain essential information about our campus, services for students, and teaching at CU Denver. Please contact center.facdevelopment@ucdenver.edu for enrollment instructions. (Be sure to include Online NFO in the subject line.) The Center for Faculty Development's website contains a lot of other great resources for faculty, so you may want to look around – www.facultydevelopment.ucdenver.edu.

All new employees are also required to take "CU: Discrimination and Harassment" training and the "CU: Information Security and Privacy" training. To find these trainings, go to the UCD Access portal: https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html. Log-in using the same username and password used to access your e-mail. Click on the CU Resources tab at the top of the page, and then the "Training" tab located on the left of the page which will then take you to Skillsoft.
- In Skillsoft you can navigate to the "CU: Discrimination and Harassment" training as follows:
- 1. Catalogue
- 2. CU Courses
- 3. Human Resources
- 4. CU: Discrimination and Harassment

Step Seven: Get access to other SPA resources. Prior to your start date you will receive an e-mail from Lauren Davis, HR Coordinator, with general information about SPA to help get you started. As a lecturer, you will get a copy code that can be used at SPA's copy machines to make any needed copies for your classes. This copy code will be included in the e-mail.   As well you will receive an email from Lauren Davis, SPA Course and Data Coordinator, providing you with an access form that enables you to access Canvas and CUSIS (the CU portal).

You will also receive 24-hour building access to the Lawrence Street Center. To activate your new employee ID card for building access, you must take it to the 3rd floor of the Lawrence Street Center building. Please see Claudette Iacino or her assistant in the Building Services office for assistance.

Claudette will have received an e-mail from Lauren requesting access for you. Your access will include the 5th floor library, the computer lab on the 5th floor and access to Suite 500.
Please see the 24 Hour Building Access Information sheet in the appendix of this handbook.

Due to space limitations, SPA cannot provide offices or mailboxes for lecturers.   We do provide a secure student drop-box outside Suite 525 if you need students to turn in assignments when you are not there, and you will be notified by email if you have something to pick up.

Questions?

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Preparing for Your Class

In addition to actually teaching the class, you will need to spend some time preparing for the class, identifying key textbooks and readings, and developing your syllabus. This section will address these topics. More information is available on **SPA's Faculty Resources internet page.** You can access this page by going to www.spa.ucdenver.edu and rolling over the "About" tab and clicking on Faculty Resources

What should my class cover?

So how do you know what to teach? The university's online course catalog contains short descriptions of all courses, and your course must fit that description. You can find the official course description if you search for your class on the UCDAccess Faculty Portal. You can access the portal at https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html.

Next, talk to the program director for the program in which you are teaching. The program directors for the 2017-18 academic year are:

- MPA program: Dr. Jane Hansberry, jane.hansberry@ucdenver.edu
- MCJ program Dr. Lori Hughes, lorine.hughes@ucdenver.edu
- BACJ program: Dr. Sheila Huss, sheila.huss@ucdenver.edu
- BAPS program: Dr. Wendy Bolyard, wendy.bolyard@ucdenver.edu

The program director will be able to tell you about the expected learning outcomes for the class, and may also suggest common textbooks and other readings. You will probably want to review past syllabi for the same class, which are available on SPA's website under the Academics tab on the homepage. This will give you good ideas for designing your class. It is also helpful to become familiar with the handbook for the program in which you are teaching. This can give you a good overall understanding of the objectives of the program and how your class fits in. Electronic versions of the SPA handbooks can be found on the SPA website.

Developing your syllabus

The syllabus for your class is a very important document. It tells students about meeting dates, assignments, deadlines, expectations, and policies that apply to your class, such as your grading policy. The syllabus is considered to be a contract between you and the students, so you will need to make sure that it is clear and accurate. You may change your syllabus if needed, but you will need to communicate those changes to your students. If a dispute arises about something and your syllabus is not clear, SPA is required to resolve the matter in favor of students.

While you have a great deal of discretion about designing your class, university policy requires every

syllabus to meet certain requirements. Luckily, the university also provides a syllabus template so that you can generate a syllabus in compliance with these requirements. See page 22 for the university's syllabus policy and template.

Begin Preparing You Class Early

Plan ahead – you will need to have your syllabus ready for students by the first day of class, and students appreciate seeing the syllabus in advance so that they can plan for purchasing required texts. The Auraria bookstore needs to know your book orders well before the semester begins and our Faculty Affairs Coordinator will contact you via your **official university email account** with instructions on how to order your textbooks online for your course(s). These orders are due well before the start of classes so that the bookstore can order and stock those texts, so please be aware of those due dates. You can obtain a free copy of the texts you are considering using in the course (called a "review copy" or "exam copy") by contacting the publisher directly, using your CU Denver email account.   Publishers will typically want to know the name and size of the class you are teaching, and may require you to return copies of books that you decide not to use in class. The bookstore can also arrange for course packets of readings to be made available for purchase by students. Information about the readings is due at the same time that book orders are due.

Check CU Denver's academic calendar (available on the CU Denver website, www.ucdenver.edu) for start and end dates of your class, for information about any holidays or breaks that might be scheduled during the semester.

As you design your class, you may want to visit SPA's Faculty Resources site for information about good teaching practices. This is accessible from the "About" tab on SPA's homepage. Regular SPA faculty are also available to talk to you about best practices in teaching. If you would like to set up a meeting for this purpose, contact SPA Scholar in Residence Jane Hansberry at Jane.Hansberry@ucdenver.edu to sit in on one or more current SPA classes.

SPA lecturers are encouraged to take advantage of campus resources for improving teaching, and these workshops and seminars are available at no cost to you. The Center for Faculty Development, at http://www.facultydevelopment.ucdenver.edu, offers excellent workshops and seminars intended to improve teaching, and its website has a variety of useful resources. If you have never taught at the university-level before, we recommend that you take *College Teaching 101*.

If you have never taught an online class before, or want to polish an existing online class, check out CU Online's workshops at http://www.ucdenver.edu/academics/cuonline/Pages/CUOnline.aspx. CU Online classes are very highly regarded by our online faculty. CU Online has created a handbook for online faculty that contains many useful tips, available as an e-book through their website or in hard copy. The SPA Faculty Resources site also has resources that are specific to online teaching, as does

the Center for Faculty Development. Finally, SPA instructor Lucy Dwight has agreed to serve as an in-house resource for online instructors. You can reach her at lucy.dwight@ucdenver.edu.

<mark>When you have completed your syllabus, please email as an attachment to Course and Data Coordinator Lauren Davis at Lauren.E.Davis@ucdenver.edu.   Lauren will then send to Jane Hansberry for review. Jane will circle back to you with any questions.) Syllabi are then posted/archived on the SPA website for student reference.</mark>

Your course will have an online shell that uses a learning management software product called Canvas. This shell is automatically created for each course. If you have taught the course before, your past content will be migrated into Canvas. If you have never taught the class before and would like to see a shell used by another instructor, contact Faculty Affairs Coordinator Chris Smith and she will connect you.

The Canvas site allows you to manage your course electronically. Obviously, if your course is online, all of your content and course activities will be located in your Canvas site. Even if your course is a traditional face-to-face course, your Canvas shell can be very useful to you as a place to post your syllabus and other course documents, manage exams, manage email communication, host message board discussions, and access many other functions electronically.

You can access your Canvas site at https://ucdenver.instructure.com/login. If you have any questions about Canvas, contact CU Online by phone or livechat -or call 1-877-823-3644. You can also contact SPA's in-house online resource, Lucy Dwight at Lucy.Dwight@ucdenver.edu

You can use the Canvas site to communicate with your students in advance of the start of your class, as it will be preloaded with student emails. If you want your students to prepare an assignment or have completed some reading prior to the first class, it's probably a good idea to let them know that via an introductory email attaching your syllabus.

Other Administrative Issues

 If you will need to make copies in connection with your class, you can use the copy machines on the 4th and 5th floors of SPA, using the copy code previously provided to you.

If you will need specialized software to teach your class, such as Office Suite or SPSS, contact Rob Drouillard to see if SPA provides the software.

Class lists are available via the faculty portal at https://portal.cusys.edu/UCDAccessFedAuthLogin.html. Please monitor your class list and report any discrepancies to Lauren Davis. Classes with fewer than six or seven students are usually cancelled, and you will be notified several weeks in advance if this is the case.

If your course is full and a student contacts you to get into the course, refer them to Antoinette Sandoval in Student Services.   Generally we will suggest that they put themselves on the waitlist. As spaces become open, SPA will notify students on the waitlist.

If you are teaching an online class that is full, waitlisted students can initially access the course shell; however, if they are not officially added to the course within four days after the start of the semester, their access is removed. The student should then contact Student Services for assistance in regaining access to the course, and Student Services will contact you for your approval.

Lauren Davis is responsible for assigning classrooms for all SPA courses. Lauren will contact you before your course starts to let you know where the class will be. Many of our classes are taught in buildings on the Auraria campus – refer to the campus map to find your class once you know the building name.

Teaching Your Class

As you teach your class, it is helpful to keep the following points in mind. First, your job will be easier if you have a clear understanding of what you want students to know, not only at the end of the semester but at the end of each class period. Prepare for each class with this purpose in mind. Second, do your best to make your class engaging as well as informative for students. Students will learn better if they are engaged and enthusiastic about participating in your class.

Faculty at SPA use many different tools for teaching, depending on the material to be taught and the preferences of the faculty member. Some common ways to deliver instruction include:

- Lectures
- Class discussions moderated by the instructor
- Small group discussions
- Case studies
- Guest speakers
- Group activities

It is common for a single class period to incorporate several of these modalities. For example, an instructor might begin with a lecture on key topics (often supplemented by PowerPoint), move to a large class discussion to address initial questions and probe understanding, and then have students break into small groups to work together to solve specific problems.

Over the years, SPA students have provided feedback on effective teaching strategies. In general, we find that students respond well to:

- Clear objectives and expectations for the course and course assignments
- Lectures that are organized and clear, and accompanied by visual aids such as PowerPoint
- Engaging instructors who encourage and moderate class discussions
- Textbooks and readings that are integrated into classroom lectures and discussions
- Examples from instructor and other students showing the relevance of classroom work to "real world" events and experiences
- Guest speakers who bring professional experience to the topic
- Varied classroom experiences, including lectures, guest speakers, visual media, case studies, group discussions, student presentations, and "field trips"
- The ability to practice skills such as public speaking
- A variety of graded assignments throughout the semester
- Constant feedback on expectations and performance
- Reading and assignment workloads that are evenly spread throughout the semester
- Study guides and review sessions for tests

Students tend to dislike:

- Vague directions about expectations
- Grades based on one or two "big tests"
- Classes that always use the same format, such as all lectures or all student presentations

- Reading assignments that are outdated or don't connect back to class discussions
- Slow grading and minimal feedback on performance
- Handouts and slides from the instructor that contain errors

And there are some things that students like only if certain conditions are met:

- Group projects must be well-structured and ensure that all members of the group are contributing participants
- Challenging expectations are welcomed if the instructor also provides the support and resources needed to meet those expectations
- Readings and assignments are highly valued if they are relevant and help students understand the topics better

Please be aware that students in online classes need to feel that their instructor is accessible to them, and because there is no face-to-face contact you will need to show your accessibility in different ways. As a result, you should plan on spending time online with students in addition to the time you spend preparing the content contained in the class shell. You may want to set up live chat times, for example. You should also plan on commenting on student discussion threads on a regular basis – every day is ideal, every other day is standard.

NOTE: The Center for Faculty Development can offer practical suggestions about all of these topics. Questions can be directed to center.facdevelopment@ucdenver.edu.

Technology in the Classroom

You can access UC Denver's wireless network anywhere on campus. For information about the wireless network, contact SPA's IT Coordinator Rob Drouillard or visit
http://www.ucdenver.edu/about/departments/ITS/NetworkSecurity/Pages/WirelessFAQ.aspx

Classrooms on the Auraria Campus are equipped with video data projectors that will project images from your laptop or from the classroom VCR/TV, DVD player, CD/cassette player, or document camera. Basic instructions for using the equipment are in each classroom; for more detail, view the PowerPoint available at http://mediacenter.ahec.edu/classroom.html, or schedule a technician to meet with you in the classroom at 303-556-2426.

Classroom 500 in the Lawrence Street Center also has the equipment referenced above. For help with Classroom 500 technology, contact Rob Drouillard.

Communicating with Your Students

You will have a university email account, as will your students, and using these email accounts is required for official university communication. Please emphasize to students that they must

check their university accounts regularly or forward their university email to an account that they do check regularly. You may also want to provide students with a phone number they can use to reach you, as you will not have a university phone number. Let students know the best way to reach you outside class, and be prepared to respond to them in a prompt manner (within reason). In general, we suggest that you plan to respond to student calls and emails within 48 hours, if possible.

Since you do not have a physical office, you will want to give students other options for meeting with you individually. For example, you might choose to meet with individual students at the Auraria Library or other common areas on campus, or at a local coffee shop.

Cancelling Class

Since your students have paid for a full semester, cancelling class should be a very rare occurrence and happen only as a result of a true emergency. If you need to cancel class, notify your students through email or phone. Also contact Lauren Davis at Student Services so she can arrange for a cancellation notice to be placed on the classroom door for students who do not receive notice ahead of time.

If extreme weather develops, check local broadcast news media (television and radio) for announcements about closures or schedule adjustments. Information also will be available online at www.ucdenver.edu or by calling 303-556-2041.

Student Evaluations

Faculty Course Questionnaires (FCQs) are administered to your students near the end of the course. You will be contacted by Lauren Davis with instructions. The questionnaire form is available for viewing online at: http://www.colorado.edu/fcq/form/formBD.pdf. Your FCQ results and student comments will be provided to you after review by administration.

Asking for a mid-course evaluation is generally appreciated by students and helps faculty understand what is working and what is not. In face-to-face classes, you can ask students to write or print out anonymous suggestions for improving the class. In online classes, the mid-course evaluation will be administered to students by CU Online, and you do not need to take any extra actions.

Evaluations by SPA

You will be evaluated by SPA on the basis of the results of your FCQs and periodic classroom visits. These visits are scheduled by the Associate Dean and/or the program director, and you will be notified in advance if your classroom will be visited during the semester. You will

receive feedback as part of your evaluation as well as suggestions for resources you can use to improve your teaching if you are likely to be considered for future teaching.

Please be aware that even if you receive excellent evaluations, you may not be rehired for subsequent classes due to changed needs or low enrollments. While we do our best to accommodate our best lecturers, circumstances may be out of our control.

Assessing Students

You will need to assess your students to find out what they have learned and to assign grades for the class. As discussed above, students tend to prefer multiple smaller assessments to one or two "big-stakes" tests, and they are looking for timely feedback on their performance. It is helpful to use your assignments to engage your students in an ongoing conversation about what they are learning. Many instructors use rubrics that both set out initial expectations for particular assignments and provide standards for grading performance. For more information about using rubrics, visit the Center for Faculty Development website: http://www.facultydevelopment.ucdenver.edu.

Most SPA courses are graduate-level, and assessments for graduate students are expected to be more nuanced than typical undergraduate assessments that might consist of multiple choice and short answer requirements. The following are some examples of assessments that have been used in SPA classes:

- Write-ups of interviews with practitioners in the field
- Reflective journal entries
- Mid-term and final exams that require critical thinking and analysis
- Policy memoranda
- Literature reviews
- Mock briefings on policy topics
- Group projects and presentations
- Student-led discussions
- Case study write-ups
- Memoranda to clients on organizational issues

Students appreciate prompt feedback on assignments and exams. Typically you should strive to have grades and other feedback back to students within one week of submission. Please note that due to the Family Educational Rights Protection Act (FERPA), SPA staff are prohibited from returning papers/exams directly to students. If students would like to see feedback on assignments/exams that will be graded after the last class meeting, have students provide you with a self-addressed stamped envelope before the end of the semester.

Students' ability to express themselves well in written form can vary dramatically, even in graduate-level courses. While it is appropriate to assess students based on the quality of writing as well as on content, many students would benefit from additional help. Some instructors provide extensive comments to students on how to improve their writing; other instructors prefer to refer students to university resources such as CU Denver's Writing Center. Although the Writing Center does not provide editing services, staff can help students with organization and expression. More information about the Writing Center may be found at http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx. SPA also has an in-house writing coach who will provide periodic workshops on general writing topics such as proper citation and writing literature reviews. If you have suggestions for a writing workshop, please email Kelly Hupfeld at Kelly.hupfeld@ucdenver.edu.

The ability of students to work effectively in groups is important to their future success, but assessing group work can be challenging. You may want to review some of the resources for assessing group work available on SPA's faculty resources site.

SPA uses letter grades to indicate student performance.   You may award a student any grade ranging from A through F, including plus/minus variations (although there is no A+).   Students in SPA's master's level programs must receive at least a B- to receive credit for a core course, and must maintain at least a B average to stay in good standing in the program. Check the respective program handbooks for more information about grading policies.

You can enter grades throughout the course in the Canvas site, so that students can track how well they are doing. You will enter final grades online through the Faculty Portal, at https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html. If you have any difficulty entering grades through the portal, contact Student Services.

Occasionally students are unable to complete the course due to circumstances beyond their control. In that case, you may (but are not required to) grant an Incomplete. The student must then complete the coursework within one year (or a shorter time that you negotiate with the student) or the grade automatically changes to failing. SPA discourages Incompletes except in the most exceptional circumstances, and requires the student and instructor to fill out an incomplete contract specifying when the incomplete work will be done. This contract is placed in the student's file. Contact Dawn or Antoinette in Student Services for more information.

Students may also withdraw from a class under certain circumstances. After a certain point in the semester, the instructor's approval is required to withdraw. Contact Student Services for more information.

SPA's policy on course completion, incompletes, and withdrawals may be found page 36 of this handbook.

Preventing Problems

Plagiarism and other Honor Code violations

Students are expected to be familiar with and abide by the campus Academic Honor Code. However, it is always helpful to review your expectations with students, both to familiarize them with the formal requirements and to place them on notice that you will be taking violations seriously.

Sadly, plagiarism is not an uncommon occurrence. The campus Honor Code defines plagiarism as "the use of another person's distinctive ideas or words without acknowledgement." Let your students know that plagiarism includes not just word-for-word copying without acknowledgement, but also paraphrasing, creating a "mosaic" in which another person's words are woven with the student's, and omitting quotation marks even if the source is otherwise acknowledged.   Make sure that students understand that "cutting and pasting" from Internet sources without attribution will be considered plagiarism. CU Online has created a very useful module that can be incorporated into your Canvas shell or that you can ask students to complete as part of the course – it is available at http://www.ucdenver.edu/academics/CUOnline/FacultyResources/AcademicHonesty/Documents/student/introduction/index.htm.

If you do encounter a situation where you believe that a student may have engaged in plagiarism, advise the student in writing (email is fine) and allow them the opportunity to respond to the situation. If you find that a student has indeed engaged in plagiarism, contact the Associate Dean to discuss your options. You have the discretion to downgrade the student on the assignment or on the class as a whole; to permit the student the opportunity to redo the assignment; or to issue a warning to the student.

Student attendance

Many instructors consider student attendance and participation to be part of the graded work for the class. Your syllabus should reflect your attendance policy and must be consistent with the university's attendance policy, included in this handbook (page 32).

The university permits unanticipated or emergency excused absences that are documented in accordance with policy, as well as anticipated absences that are cleared prior to the class in question. The student is responsible for advising the instructor of anticipated absences and for submitting documentation of unanticipated absences, as well as the content contained in the missed class and for arranging for required assignments. The instructor is required to accommodate excused absences where feasible, such as by assigning a make-up exam when a student is unable to make the original exam due to an emergency or by assigning a reflective writing assignment when a student has missed class discussions. A student who has multiple excused absences cannot be marked down for these absences unless the absences make it impossible to evaluate the student's performance.

If you believe that a student's excused absences are so numerous that they will interfere with your ability to assess their performance in the class, and cannot be reasonably accommodated, you should so advise the student and suggest that he or she withdraw from the class. Contact Student Services for more information.

For information on accommodating students with documented disabilities, see below. For students without documented disabilities, it is within your discretion to decide the circumstances under which the student may continue with the class and complete class requirements, provided that you adhere to the university's attendance policy.

Understanding student rights under FERPA

The federal Family Educational Rights and Privacy Act (FERPA) protects the privacy of student educational records, including course grades and grades on individual assignments. In general, you may not publicly post student grades in a way that is individually identifiable, including by student name, institutional ID, or part of a social security number. If you have any questions about FERPA, contact Student Services.

Grade appeals

Students who are dissatisfied with their grades may file an academic grievance with the Associate Dean. To decrease the likelihood that one of your students will file a grievance, consider the following:

- Set out your grading policy in your syllabus, including the relative weights of various assignments and expectations in the final grade, and make sure you follow your own policy
- Provide as much clarity as possible to students on assignment expectations, including grading rubrics where possible
- Give students multiple graded assignments spread out through the semester
- Provide prompt and honest feedback about performance

Classroom disruptions

Students are expected to abide by the campus Code of Student Conduct, which is intended to foster a safe and respectful campus environment. The Code may be found at http://www.ucdenver.edu/life/services/standards/Pages/default.aspx. To report a violation of this code of conduct, contact Associate Dean Kelly Hupfeld.

Recent events have led to a renewed emphasis on identifying and resolving student behavior concerns. The campus has a team of professionals who can help communicate with troubled students and provide them with appropriate resources. You may contact the **C.A.R.E. Team** (Campus Assessment, Response, & Evaluation) directly at 303-352-3579 or www.ucdenver.edu/CARE. The following information is from the C.A.R.E. team's website at http://www.ucdenver.edu/life/services/BETA/Pages/Types-of-Behavior-to-Refer.aspx:

Worried about a student? Noticing changes in their behavior? Do you want to reach out and talk with them about what's going on, but you're not sure how to approach them? Are you worried that a student will "get into trouble" if you share your concerns?

When you become worried about a student, deciding when to intervene and when to refer can be confusing. Additionally, the number of resources available to assist students can be overwhelming. The CARE Team is here to help. If you are worried about a student here are some guidelines to help you decide when to refer concerning behavior to the CARE Team.

It is always better to err on the side of caution and report behaviors you think may be of concern. If there is an imminent danger to the safety of the student or others call 9-1-1 from any campus phone and contact the police immediately.

Auraria Police Department (Downtown): (303) 556-5000 &
CU Denver Police (Anschutz): (303) 724-4444

Examples of behaviors to refer may include, but are not limited to:

- Clear signs of distress
- Erratic behavior
- Paranoia
- Threatening words or actions
- Violent or aggressive behavior
- Classroom disruptions
- Excessive absenteeism
- Lack of responsiveness
- Lack of emotional expression
- Relationship violence
- Alienation / isolation from others

- Writings that convey clear intentions to harm oneself or others
- Suicidality, including threats, gestures, ideations, and attempts
- Observed self-injurious behavior (such as cutting or burning)
- Extreme rudeness or insubordination toward university officials, staff, faculty, or administrators
- Postings on social media outlets that are threatening
- Overreaction to changes in policies / procedures
- Extreme or sudden changes in behavior

When in doubt, submit a report (preferred) online or call (303) 352-3579 for consultation.

Special student populations

Students requesting accommodation due to disability need to obtain a letter describing their disability and appropriate methods of accommodation from the Office of Disability Resources and Services, located in North Classroom 2514, 303-556-3450. If you have questions about how to provide the accommodations, contact that office or the Associate Dean.

SPA hosts many international students each year. If you have any general questions about teaching international students, contact our International Coordinator, Scott Steinbrecher, at 303-315-2755 or scott.steinbrecher@ucdenver.edu. We also have resources for teaching international students available on SPA's teaching resources intranet site.

Relationships with students

Please be aware that you are in a position of authority with respect to your students. Any amorous relationship or behavior between a student and instructor with evaluative authority over the student is strictly prohibited by university policy.

If you have any questions about how to proceed with respect to a student academic or behavioral issue, feel free to contact your program director or Associate Dean Kelly Hupfeld.

SPA MPA and MCJ Policy on Course Completion Retaking Courses, Incompletes, and Withdrawals

08/16/2012

Retaking Courses. A student may retake no more than two courses during the course of the degree program, regardless of whether the need for a retake results from a low grade, an incomplete, or a course withdrawal. Discretion is considered by the program administrator for exceptional, documented circumstances (i.e., military deployment, major medical emergency). If a student has exhausted the option to retake two courses and fails to meet program standards, the student will be suspended or dropped from the program.

A student who receives a letter grade for a course that is too low to qualify for credit may retake the course once. Both grades will be used to calculate the student's overall GPA. To retake a course, the student must re-enroll and pay tuition and fees for the course again.

Incompletes. An Incomplete may be granted when the student has successfully completed 75 percent or more of the course and is prevented from completing the class by circumstances beyond their control. The course instructor has discretion as to whether to grant an Incomplete, and students should be aware that not all faculty will grant Incompletes. In addition, students in online courses should be aware that they will not have access to the course shell after the ending date of the course, and so incompletes are not available for work that must be completed using the course shell.

If the instructor agrees to grant an Incomplete, the student must make arrangements to complete the remaining coursework with the original instructor within one year by completing an "Incomplete Contract". The student may not "sit in" on the class in subsequent semesters.

Once the coursework is completed, the instructor will change the grade to a letter grade. The Incomplete notation will appear along with the final grade on the student's transcript. If the coursework is not completed within a year, the Incomplete will automatically change to an F unless the student and the instructor have agreed in writing to an extension.

A student may be granted no more than two Incompletes during the course of the degree program, absent documented exceptional circumstances and approval by the director of the degree program. No Incompletes may be granted in capstone courses.

Drops and Withdrawals. Deadlines for dropping a course are set by the Office of the Registrar and posted on the Academic Calendar each semester. Students are responsible for knowing these deadlines. Students can drop a course during the first week of the semester without being assessed full tuition and without having the course appear on their transcript. Students

who drop a course after the first week but before census date may drop in the UCDAccess portal, but a drop charge will apply. Students in intensive format classes must drop prior to the third class meeting to be eligible for a tuition adjustment.

After census date (typically two weeks after the start of classes), the student may withdraw from the course by submitting a Schedule Adjustment Form with the signature of the instructor. A "W" will appear on the student's transcript.

If the request to withdraw is made after when the registrars' office requires a dean's signature, the student must file a Late Drop Petition, in addition to a completed Schedule Adjustment Form, in order to obtain special approval from the program director and the Dean's office. Students will not be allowed to drop after that date simply because they are failing the course; it is the student's responsibility to work with the instructor to determine if the course should be dropped due to failing grades prior to that date. If the student is permitted to withdraw, a "W" will appear on the student's transcript. Please refer to the University's academic calendar for specific dates.

No tuition reimbursements are available for withdrawals made after census date, and students may be required to repay financial aid received. Students who believe their circumstances justify an exception to financial obligations may appeal to the university's tuition appeals coordinator.

Students must initiate a drop or withdrawal and follow the appropriate procedures. Students who fail to do this and do not complete the coursework will be issued a letter grade of "F" for the course.

A student is allowed to withdraw from no more than two courses during the course of the degree program, absent documented exceptional circumstances and approval by the director of the degree program.

Retroactive Grade Changes. Students are not permitted to request grade changes for courses in which a final letter grade (other than an incomplete) has been received except as a result of instructor error or as otherwise warranted through the academic grievance process. A student may not enter into an agreement with an instructor to retroactively change a final letter grade based on work completed by the student after the course has ended.