# [Course Number] Syllabus [Heading 1]

[This syllabus template has been created using a style sheet in Microsoft Word. To maintain the accessibility of this document, delete text as necessary and fill in your own, but preserve the formatting as best you can. The theme or style sheet levels are noted next to the respective sections of the template for your own reference. Remove all text that appears in brackets as you finalize your document.]

[Be sure to provide both a hard copy version of the syllabus and a digital copy to your students, and read the syllabus out loud on the first day of class, which is especially beneficial for students who have cognitive learning disabilities. Please keep in mind that you may have students in your courses who choose not to self-identify as having a disability.]

[If you have questions or would like support in using this syllabus template, please contact DigitalAccessibility@colorado.edu.]

[Call number and title of the course ]

[Fall/Spring/Summer year, Number of credits, Date range of course duration]

## Instructor Information [Heading 2]

[Normal paragraph level] **Name:**

**Office Location:** [Building, room number]

My office hours are [on xyz day(s), time(s) and by appointment.]

You can reach me at [303-555-1234 or at emailaddress@colorado.edu].

[You can read more about my academic work and research on my website.]

## Course Information [Heading 2]

[Normal paragraph level] Course prerequisites, place in sequence, etc.:

Course description and purpose:

## Learning Outcomes [Heading 2]

[Normal paragraph level] We will build on the following 3 primary learning outcomes throughout the term:

* First Outcome
	+ Additional clarification
* Second Outcome
	+ Additional clarification
* Third Outcome
	+ Additional clarification

## Textbooks and Materials [Heading 2]

[Normal paragraph level] Textbooks: title, author(s), publisher, year, ISBN, price, where to purchase

[If possible, indicate whether the book is readily available in an audiobook or alternate format for accessibility.]

## Assignments [Heading 2]

[Normal paragraph level] [Describe all assignments in brief, indicating each type of assignment’s value and what your lateness policy is. Be sure to link each assignment back to the learning outcomes of the course to provide consistent and explicit expectations. If possible, create embedded hyperlinks to respective assignment sheets that have more information.]

### Written Assignments (x points each) [Heading 3]

[Normal paragraph level] [Indicate the type of writing to occur (genre and tone) and how it should be formatted (font, font size, page layout, citation style, etc.), as well as how it should be turned in (as a .docx file in the appropriate Canvas assignment, as a hard copy in class, etc.). Always connect assignments to the learning outcomes of the course: “This assignment connects to the xyz learning outcomes of the course.”]

### Exams (x points) [Heading 3]

[Normal paragraph level] Explain the date(s) and format of any exams or tests in the course. Consider allowing more than one kind of format for major assignments to accommodate students with varied learning styles and/or disabilities. “This assignment connects to the xyz learning outcomes of the course.”

### Homework, Lab Work, Etc. (x points each) [Heading 3]

[Normal paragraph level] [Specify where and how the work is to be done and how many of these assignments there are. “This assignment connects to the xyz learning outcomes of the course.”]

### Extra Credit (x points) [Heading 3]

[Normal paragraph level] [Be sure to indicate whether or not you accept extra credit assignments, including the parameters of such work and its purpose. “This assignment connects to the xyz learning outcomes of the course.”]

## Course Calendar [Heading 2]

[Provide a clear list of assignments and work to be done during the course, complete with dates and noted deadlines. If you use colored font to indicate emphasis, be sure that you are not relying on color alone to indicate important information to benefit colorblind students. Separate your course by units or by weeks of the semester.]

|  |  |
| --- | --- |
| **Week 1**[date to date] | [Clarify what work needs to be completed by class time. Specify when assignments are due, how they are turned in, and how many points each is worth (be redundant for clarity and consistency).] |
| **Week 2**[date to date] |  |
| **Week 3**[date to date] |  |
| **Week 4**[date to date] |  |
| **Week 5**[date to date] |  |
| **Week 6**[date to date] |  |
| **Week 7**[date to date] |  |
| **Week 8**[date to date] |  |
| **Week 9**[date to date] |  |
| **Week 10**[date to date] |  |
| **Week 11**[date to date] |  |
| **Week 12**[date to date] |  |
| **Week 13**[date to date] |  |
| **Week 14**[date to date] |  |
| **Week 15**[date to date] |  |
| **Week 16**[date to date] |  |

[Be sure to note important changes in the schedule and discuss these as a class. Make a revised version of the course calendar available both digitally and as a hard copy to ensure that all students are using the most up-to-date version.]

## Grading [Heading 2]

[Try to create a very clear grading scale for simplicity and transparency. If possible, provide direct links to pertinent areas of course content, such as rubrics to be used in evaluation. For example: “Please see the detailed rubric in our Canvas course site to see how the xyz assignments will be assessed.”

It is recommended that you utilize the Grades feature in Canvas to keep up with grading throughout the term and ensure that students always know their standing in terms of their overall grade. This clarity reduces student anxiety and helps the course proceed smoothly.]

## Using Canvas and Other Technologies [Heading 2]

[Indicate the degree to which your course will utilize Canvas and other technologies and what the instructions are for accessing these. Consider providing an in-class demonstration how to navigate the site and where content is located.]

## [University-wide recommended syllabus statements:]

[Keep the rest of the information below in your syllabus exactly as it is unless otherwise indicated.]

## Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy.  For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2019-2020_student_code_of_conduct_0.pdf).

## Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health Form](https://www.colorado.edu/protect-our-herd/daily-health-form). *{Faculty, add if applicable: In this class, you may be reminded of the responsibility to complete the* [*Daily Health Form*](https://www.colorado.edu/protect-our-herd/daily-health-form) *and given time during class to complete it.}*

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](https://www.colorado.edu/protect-our-herd/daily-health-form) remotely. In this class, if you are sick or quarantined, *{Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you.}*

## Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.  If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

## Preferred Student Names and Pronouns

## CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

## Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

## Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.  In this class, {Faculty: *insert your procedures here*}.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.