Syllabus [Template, Title level]

[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.]

[This syllabus template employs Universal Design principles that account for the needs of a maximum diversity of learners. In particular, clarity, consistency and repetition are expressed in this template to ensure that students have all the information they need at the start of your course in order to be fully informed of their participation expectations. The syllabus is a contract and should be used consciously and respectfully.]

[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.]

Call number and title of the course [subtitle level]

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

# Instructor Information [Heading 1 level]

[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

# Course Information [Heading 1 level]

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

Course description and purpose:

# Learning Goals [Heading 1 level]

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

* First Goal
	+ Additional clarification
* Second Goal
	+ Additional clarification
* Third Goal
	+ Additional clarification

# Textbooks and Materials [Heading 1 level]

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

Indicate whether the book is readily available in an audiobook or alternate format for accessibility.

# Assignments [Heading 1 level]

[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 goals 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 2 level]

[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 D2L Dropbox, as a hard copy in class, etc.). Always connect assignments to the learning goals of the course: “This assignment connects to the xyz learning goals of the course.”

## Exams (x points) [Heading 2 level]

[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 goals of the course.”

## Homework, Lab Work, Etc. (x points each) [Heading 2 level]

[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 goals of the course.”

## Extra Credit (x points) [Heading 2 level]

[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 goals of the course.”

# Course Calendar [Heading 1 level]

[Normal paragraph level] Provide a clear list of assignments and work to be done during the course, complete with dates and noted deadlines. Do not use a table for this information unless you know how to format the table in an accessible way. 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 [Heading 2 level]

[Normal paragraph level] 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 [Heading 2 level]

[Normal paragraph level]

## Week 3, date to date [Heading 2 level]

[Normal paragraph level]

## Week 4, date to date [Heading 2 level]

[Normal paragraph level]

## Week 5, date to date [Heading 2 level]

[Normal paragraph level]

## Week 6, date to date [Heading 2 level]

[Normal paragraph level]

## Week 7, date to date [Heading 2 level]

[Normal paragraph level]

## Week 8, date to date [Heading 2 level]

[Normal paragraph level]

## Week 9, date to date [Heading 2 level]

[Normal paragraph level]

## Week 10, date to date [Heading 2 level]

[Normal paragraph level]

## Week 11, date to date [Heading 2 level]

[Normal paragraph level]

## Week 12, date to date [Heading 2 level]

[Normal paragraph level]

## Week 13, date to date [Heading 2 level]

[Normal paragraph level]

## Week 14, date to date [Heading 2 level]

[Normal paragraph level] No class; Fall Break

## Week 15, date to date [Heading 2 level]

[Normal paragraph level]

## Week 16, date to date [Heading 2 level]

[Normal paragraph level]

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 1 level]

 [Normal paragraph level] 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 Desire to Learn (D2L) course site to see how the xyz assignments will be assessed.”

It is recommended that you utilize the grade book feature in D2L 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 Desire to Learn and Other Technologies [Heading 1 level]

[Normal paragraph level] Indicate the degree to which your course will utilize Desire to Learn (D2L) and other technologies and what the instructions are for accessing these. Consider providing an in-class demonstration.

# [University-wide recommended syllabus statements:]

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

# Accommodation Statement [Heading 1 level]

 [Normal paragraph level] I am committed to providing everyone the support and services needed to participate in this course. If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

# Religious Observances [Heading 1 level]

[Normal paragraph level] [Campus policy regarding religious observances](http://www.colorado.edu/policies/fac_relig.html) 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 assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

# Classroom Behavior [Heading 1 level]

[Normal paragraph level] Students and faculty each have responsibility for maintaining an appropriate learning environment. 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 differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [class behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and [the student code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

# Discrimination and Harassment [Heading 1 level]

[Normal paragraph level] The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. The [full policy on discrimination and harassment](http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures) has more information.

# Honor Code [Heading 1 level]

[Normal paragraph level] All students of the University of Colorado at Boulder are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/student-honor-code-policy) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The [Honor Code Office](http://honorcode.colorado.edu/) has more information.

[If you have questions or would like support in using this syllabus template, please contact the CU Boulder Universal Instructional Design Consultant, Alaina Beaver, at Alaina.Beaver@Colorado.edu.]