**CU Succeed Syllabus Template**

**Course Number: Course Title**

(Only the CU Denver course number and title should appear)

**Department Name**

**University of Colorado Denver**

**COURSE SYLLABUS**

Instructor Name: Instructor Phone:

Instructor Email: Term:

Class Meeting Days: Class Meeting Hours:

Class Location:

1. **University Course Catalog Description**

(from the CU Denver catalog)

1. **Course Overview**

Short description of the course, including major topics addressed, the rationale for those topics, and recommendations for student success in the course.

1. **Course Goals and Learning Objectives** (Per the academic department)

This can be under bullets, listing, outlines, as detailed as you would like. Learning objectives should be specific rather than general, speaking to skills and performance rather than knowledge: what will students be able to do as a result of completing the course? Learning objectives should also be clearly measurable.

1. **Course Prerequisites**

What do you expect your students to know coming into the course? Include skills and course prerequisites.

1. **Course Credits**

List number of credits

1. **CU Succeed and CU Denver Credit**

This is a CU Denver class being taught in your high school classroom through the CU Succeed program. You have the *option* to receive CU Denver credit for taking this class. To receive credit you need to register for this class with CU Succeed on the CU Succeed Website. If you register for this class with CU Succeed the grade you earn will be recorded on an official CU Denver transcript. It will become part of your permanent academic record at any of the University of Colorado campuses, unless you drop the course with CU by the drop deadline. There may be a tuition cost associated with this course. To learn more about CU Succeed, how to register, registration and drop deadlines, tuition, and transferability of credits please go to our website. <https://clas.ucdenver.edu/cusucceed/>

1. **Required Texts and Materials**

Full citations of all required materials

Guidelines and recommendations for achieving desired level of understanding

Compare reading for high school vs. reading for college

1. **Supplementary Texts and Materials (Optional)**

Full text citations/online links of any supplementary materials

1. **Course Schedule**

The schedule should include the sequence of course topics, the preparations or readings, and the assignments with due dates. For the readings, give page numbers in addition to chapter numbers to help students budget their time. Exam dates should be firmly fixed, while dates for topics and activities may be listed as tentative. Notify students in writing if the syllabus is revised.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Required Reading | Assignments |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**EVALUATION**

1. **Assignments**

State the nature and format of the assignments and their deadlines. If you are using examinations, give the examination dates and briefly indicate the nature of the tests (multiple choice, essay, short-answer, take-home, etc.). How do the assignments relate to the learning objectives for the course? If you are using written assignments, describe your expectations for written work, including the expected length and formatting; if you use rubrics for written assignments, indicate where students may locate those assessment tools.

1. **Basis for Final Grade**

Provide a listing of assessments, points possible for each assessment, and the percentage weighting. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences. Tests can also be learning experiences.

|  |  |  |
| --- | --- | --- |
| Assessment | Points Possible | Percent of Final Grade |
| e.g. Essay 1 | 20 | 20% |
| e.g. Midterm | 15 | 15% |
| e.g. Group Project | 15 | 15% |
| e.g. Essay 2 | 30 | 30% |
| e.g. Final Exam | 20 | 20% |
|  | 100 | 100% |

Insert grading scale here. Be clear as to whether the scale is based on points or percentage, and be sure students understand the +/- grading system of the University.

(SAMPLE)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SCALE (points or %)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

94-100 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

0-59 F

**IMPORTANT NOTE:** the grade you receive in this course will be recorded on an official CU Denver transcript and will become a part of your permanent University of Colorado academic record. A grade below C could affect your admission to a CU or other campus. If you earn a grade of C- or lower and are later admitted to a CU campus, you will be on academic probation for the first semester of attendance and subject to University policies on satisfactory academic progress.

**COURSE PROCEDURES**

1. **Course Policies: Grades**

**Attendance Policy:** It is important that attendance be taken at each class meeting. Be very specific about your expectations for attendance. Be sure students understand that the attendance policies of their high school **do not** apply to your course. How many absences are acceptable? (It is highly recommended that students in CU Succeed classes be allowed no more than 5 absences before being penalized for subsequent absences). If you make a distinction between excused and unexcused absences, what kind of documentation do you require for excused absences? Do students get points for attendance, and how does attendance figure into the final grade? For courses in which faculty utilize participation rather than attendance as part of the course grade, the syllabus should clearly communicate how participation will be assessed, how students will be informed of their participation grade, how participation will be documented and how the participation grade will be calculated into the final grade for the course.

**Late Arrivals:** State your policy on late arrivals (and early departures, if applicable). Also state at what point a late arrival turns into an absence. (In some high schools, students are not counted as being absent if they show up to class, even if they arrive 5 minutes before class ends). If late arrivals influence grades, then this policy should be included with your grading policies.

**Religious Observances:** Indicate how you want students to inform you of conflicts between the normal class schedule and major religious observances, and if you expect students to notify you in advance if they intend to miss class to observe a holy day of their religious faith.

**Late Work Policy:** Provide specifics about your policy on late work. Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final examination. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-4 days late. (If you do not allow make-ups for tests and exams, or assignments, it is very essential that the dates of these assessments are provided to students in the syllabus at the beginning of the semester so that students may plan around them.

**Extra Credit Policy:** Provide specifics about your policy on extra credit. Example: There is only one extra credit assignment. If extra credit is granted, the additional points will be added to the “First Midterm” portion of the semester grade. You cannot earn higher than 100% on the “First Midterm” portion of the grade; any points over 100% are not counted.

**Rewrite/Resubmit Policy:** Provide specifics about your policy on rewrites and resubmissions. Example: Only the formal essay may be rewritten for a revised grade. Note that an alternate rubric will be used for the rewrite.

1. **DISABILITY ACCESS: Include the following policy in the syllabus.**

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in the Student Commons Building, Suite 2116 (Address: 1201 Larimer Street, Denver, CO 80217-3364; Phone: 303-315-3510; Fax: 303-315-3515; Email: disabilityresources@ucdenver.edu). I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

*(If the student has been deemed eligible for accommodations by their high school, they will be issued a 504 plan. As the instructor, you may honor the school’s evaluation and grant the student the recommended accommodations in the 504, or you may instruct the student to request the accommodations from the office of Disability Resources and Services, which will conduct an evaluation and determine if the student is eligible for accommodations and what those accommodations should be)*

**XIII. Academic Honesty:** Include the following policy in the syllabus.

**Student Code of Conduct**: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook: [http://www.ucdenver.edu/faculty\_staff/faculty/center-for-faculty- development/Documents/academic\_honesty.pdf](http://spdev.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf)

*You may also want to include specific statements regarding plagiarism, cheating, etc. For examples:*

Plagiarism is the use of another person’s ideas or words without acknowledgement. The incorporation of another person’s work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word- for-word copying of another person’s ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another’s work); the paraphrase (the rewriting of another’s work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another’s work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another’s work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another’s work as one’s own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one’s needs in an experiment or academic exercise.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor’s authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student’s notes or materials; unauthorized possession of another student’s notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.