



**Campus Administrative Policy**

**Policy Title:** Syllabus

Policy Number: 1031 Functional Area: Academic and Faculty Affairs

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Applies to: CU Denver Campus

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**A. INTRODUCTION**

While a syllabus is an essential component of good teaching, student learning, and outcomes assessment, it is also a guide used in the resolution of conflicts that may arise between students and their instructors. While a faculty member has great flexibility in the design and content of a syllabus for a course, core information should be found in every syllabus for courses offered at CU Denver Campus.

**B. POLICY STATEMENT**

1. All faculty members must have a current syllabus for each course and must provide a syllabus to students at the first class meeting of every course. For details (including recommended boilerplate statements), please see the appended CU Denver Campus Syllabus Template.
2. By census date of each term, all faculty members must provide their dean’s office with updated electronic copies of the syllabi for all courses they are teaching that term. The campus record retention schedule requires syllabi to be

retained by the instructor until no longer needed for reference.

### CU Denver Campus Syllabus Requirements:

1. Course Overview and Course Information
  - a) Campus location (Denver Campus or Anschutz Medical Campus) Academic School/College
  - b) Course title (official ISIS title), number, prefix, and section designation. Indicate if the course is part of the undergraduate core. See <http://www.ucdenver.edu/student-services/resources/ue/core/Pages/default.aspx> for a listing of all core courses
  - c) Semester/term and year
  - d) Class meeting day(s) and time(s)
  - e) Catalog description and any additional information including requisites
  
2. Basic Instructor Information
  - a) Instructor's name (including co-instructors and/or teaching assistants)
  - b) Instructor's office location (building and room #)
  - c) Instructor's contact information (phone number(s) and email address(es))
  - d) Instructor's office hours and statement of availability (for face-to-face, hybrid and online courses)
  
3. Course Goals/Outcomes
  - a) Overall learning objectives
  - b) Major topics
  - c) Rationale (instructor's statement relating course content to student's academic or professional growth, etc.)
  
4. Evaluation
  - a) Requirements (papers, oral reports, projects, quizzes, tests, final exams, etc.), including points, deliverables, and due dates
  - b) Instructor's grading policy
  - c) Instructor's attendance, participation, and late-work policies. If attendance is part of a student's grade, details in writing are mandatory as lack of information may become the source of student complaints and appeals.
  - d) If the course is a "slash" undergraduate/graduate course, differing outcomes, assignments requirements, and evaluation metrics for graduate students must be articulated to distinguish them from undergraduate outcomes, assignments, requirements, and metrics.
  
5. Syllabus Revisions
  - a) In general, syllabi should not be changed once the semester begins, though

unforeseen circumstances may lead to changes. Students should be notified in a timely manner in writing (via email/Canvas, etc.) of any changes to the syllabus.

6. Course Procedures
  - a) Materials (required as well as recommended texts, equipment, software, and supplies)
  - b) Course calendar/schedule (may include appropriate links to CU Denver Campus academic calendar)
  - c) Course-related (and/or School/College-related) policies and procedures, (with appropriate links) such as attendance, late work, incompletes, communication, participation, notification of changes
  - d) Research/library-related skills needed for successful completion of course
  - e) University wide policies that are relevant to the syllabus are below in Cross Reference/Appendix section:

## Notes

1. Dates of official enactment and amendments:  
October 5, 2010: Adopted  
July 1, 2013: Revised  
April 8, 2014: Revised  
January 1, 2015: Revised  
July 1, 2016: Revised  
June 7, 2018: Modified  
January 24, 2019: Corrected
2. History:  
July 1, 2013: Revised to eliminate some overly prescriptive rules and to clarify.  
April 8, 2014: Small paragraph added on smoke-free classrooms (including e-cigs)  
July 1, 2016: Clean-up of dead links and new wording for Title IX (page 11)  
June 7, 2018: Modified to reflect a 2018 Campus-wide effort to recast and revitalize various Campus policy sites into a standardized and more coherent set of chaptered policy statements organized around the several operational divisions of the university.  
January 24, 2019: Corrected Office of Equity contacts and cleaned up references
3. Initial Policy Effective Date: October 5, 2010
4. Cross References/Appendix:
  - Student Code of Conduct  
<http://www.ucdenver.edu/life/services/standards/students/pages/default.aspx>
  - Accommodations  
<http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx>
  - Academic Freedom  
<http://www.ucdenver.edu/policy/pages/academic-Freedom.aspx>

- Family Educational Rights and Privacy Act (FERPA)

<http://www.ucdenver.edu/anschutz/studentresources/Registrar/StudentServices/FERPA/Pages/default.aspx>

- Attendance  
[Campus Policy 1030, Student Attendance and Absences](#)
- Discrimination and Harassment
  - [Campus Policy 3054, Nondiscrimination Policy](#)
  - [Office of Equity Discrimination and Harassment](#)
  - [Office of Equity Sexual Misconduct, Intimate Partner Abuse & Stalking](#)
- Grade Appeal Process  
<http://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf>

## **Appendix: Syllabus Template**

Note: This syllabus template is provided as a model for providing clear expectations for student academic success. This template is designed to help instructors offer students the essential information they need at the onset of the course. A complete and professional syllabus helps to establish a relationship between faculty and students as it sets the tone for the course: communicates when, when and how students will learn; makes clear to students what they need to do in order to be successful; communicates expectations in terms of student responsibilities; and deters misunderstanding about course policies. In addition to the categories provided here, instructors at other institutions have included other optional information (e.g. Educational Opportunity Programs; Title IX/Sexual Harassment; Ombuds Office, etc.).

**Course Number: Course Title**  
**Department Name**  
**College Name**  
**University of Colorado Denver**  
**COURSE SYLLABUS**

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Instructor Name:

Instructor Office:

Instructor Phone:

Instructor Email:

Website: [Instructor and course website]

Office Hours: [Days and times]

Term:

Class Meeting Days:

Class Meeting Hours:

Class Location: [Building and room]

Lab Location: [Building and room]

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## **COURSE OVERVIEW**

### **I. Welcome!**

If desired, address your students directly with a statement of welcome or something that establishes the relevance of the course to their course of study and/or personal and professional goals. This is an opportunity to get them excited about the course.

### **II. University Course Catalog Description**

Paste the description from the catalog and indicate if the course is part of the undergraduate core. See

[http://catalog.ucdenver.edu/preview\\_program.php?catoid=28&poid=9545&hl=core+courses&returnto=search](http://catalog.ucdenver.edu/preview_program.php?catoid=28&poid=9545&hl=core+courses&returnto=search) for a listing of core courses.

### **III. Course Overview**

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

### **IV. Course Goals and Learning Objectives**

What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? 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. Often, learning objectives use the phrasing “by the end of this course, students will be able to...”.

**V. Course Prerequisites**

What do you expect your students to know coming into this course? Include skills, and course pre-requisites.

**VI. Course Credits**

List number of course credits

**VII. Required Texts and Materials**

Full text citations of all required materials

Guidelines for achieving desired level of understanding

Required library/library-accessible resources can be described here; supply links to free/full-text materials as available (consult with librarian if needed).

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

Full text citations/online links of any supplementary materials

**IX. 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.

Class  
Schedule

Date	Topic	Required Reading	Assignments

**EVALUATION**

**X. 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 tests). 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. If you are using projects, describe your expectations; again, if you use rubrics for written assignments, indicate where students may locate those assessment tools.

**XI. 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.

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.

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

## XII. Grade Dissemination

Explain how students will learn of their grades from assignments and assessments.

Examples:

Graded tests and assignments in this course will be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook.

Papers, quizzes, and examinations will be distributed in a class session. I will announce when papers, quizzes, and examinations will be available to be picked up, if they are not to be returned during class. To ensure your privacy when papers, projects, quizzes, and examinations are returned in class or made available for pickup, please provide me with a 9x12 envelope with your name on it each time you submit a paper, quiz, or examination to me.

CU Denver utilizes web grading which is accessed through [UCDAccess](#).

## COURSE PROCEDURES

### XIII. Course Policies: Grades

**Attendance Policy:** Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here. 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.

[CU Denver Student Attendance and Absences Policy:](#)

**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 exam. 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 2-7 days late. Essays will not be accepted if overdue by more than seven days.

**Extra Credit Policy:** Provide specifics about your policy on extra credit. Example: There is only one extra credit assignment: Building a wiki of course content (see "course wiki" below for details). If extra credit is granted, the additional points are 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.

**Grades of "Incomplete":** Provide specifics about your policy on incomplete grades.

Example:

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course; students have up to one year (three semesters) to complete course requirements. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the "I" will automatically be recorded as an "F" on your transcript.

**Rewrite/Resubmit Policy:** Provide specifics about your policy on rewrites. Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

**Group Work Policy:** Provide specifics about your policy on group work. Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

#### **XIV. Course Policies: Technology and Media**

**Email:** Describe your policy for how email will be used (official university communication is only sent via a student's university email address), who will communicate with whom, expected response time, will you check it on weekends, who answers technology questions, etc.

**Canvas:** If you use Canvas for your course, describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc. Note: If your course uses blogs, wikis, or social networking/media sites and communities, be sure to describe how you will use these resources in the course as well.

**Laptop and Mobile Device Usage:** Describe your policies for using laptops and mobile devices throughout your course.

**Classroom Devices:** Describe your policies for using calculators, tape recorders, other audio & technology devices for your course.

**Library-supplied online databases and collections.** If you assign research projects, describe your expectations for students to be able to successfully use library resources.

**Classroom Response Clickers:** If your course includes the use of student response devices, provide specifics about the usage and how to get started.

#### **XV. Course Policies: Student Expectations Civility:**

Describe how you want students to behave and treat each other. Example: My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.

##### **The Student and Community Counseling Center (located in Tivoli 454)**

Consider adding information that conveys a commitment to supporting students that may be feeling overwhelmed or experiencing life stressors that interfere with academic or personal success. The Student and Community Counseling Center is located in Tivoli 454 and provides cost-free and confidential mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more at the Center at <http://www.ucdenver.edu/life/services/counseling-center> or by calling 303-556-4372.

##### **Campus Assessment, Response & Evaluation (CARE)**

You may want to include information regarding the Campus Assessment, Response & Evaluation (CARE) Team, which was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. If you have immediate concern about the behavior or safety of a student at CU Denver, help by making a referral to the campus Assessment, Response & Evaluation (CARE) Team. The CARE team's purpose is to promote a safe productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at <http://www.ucdenver.edu/life/services/CARE/Pages/default.aspx> or call 303- 352-3579.

**Professionalism:** Offer specifics about your policy on professionalism, Example: Mobile devices must be silenced during all classroom and lab meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment.

**Electronic Cigarettes** (e-cigarettes): The use of e-cigarettes is distracting in the classroom environment not only to the instructor but to other students. The use of e-cigarettes during all classroom activity is prohibited. Any student who does not comply with this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Pursuant to the Auraria Campus Smoking Policy, the use of e-cigarettes indoors and within twenty-five (25) feet of any entrance is strictly prohibited. See [Campus Policy 3059, Smoke-Free and Tobacco-Free Environment](#) and [Auraria Campus Policy, Smoking](#).

**Late Arrivals:** State your policy on late arrivals (and early departures, if applicable). If the ramifications of late arrivals influence grades, then this policy should be included with your grading policies.

**Auraria Library:** If you engage students in research, consider including the use of the Auraria Library services, research databases and collections, and librarian expertise as one of your expectations. Include name of specific librarian contact and/or library subject expert web page <http://library.auraria.edu/services>.

**Writing Center:** If you engage students in writing, consider including the use of the [CLAS Writing Center](#) as one of your expectations.

**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 them to notify you in advance if they intend to miss class to observe a holy day of their religious faith.

## UNIVERSITY POLICIES

### XVI. Access

**Disability Access:** Offer specifics about the university's policy on disability access. Example:

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 Academic Building 1, #2116, Phone: 303- 315-3510 , Fax: 303-315-3515. 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.

### XVII. Academic Honesty

**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 Toolkit](#):

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.

CU Denver has a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin's reference database for the purposes of detecting plagiarism.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

## **XVIII. Nondiscrimination and Sexual Misconduct**

The University of Colorado Denver is committed to maintaining a positive learning, working, and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the [Office of Equity/Title IX web site](#) to understand the resources available to you or contact the Office of Equity/Title IX Coordinator (303-315-2567).

## **XX. Important Dates to Remember**

**Academic Calendar:** Provide a link to the university's current Academic Calendar so students can track the deadlines for withdrawing from the course and so on.